

JAN 21 1930

SCHOOL LIFE

Volume XV
Number 5

January
1930



EQUIPMENT DESIGNED FOR THE NURSERY SCHOOL OF THE WASHINGTON CHILD RESEARCH CENTER
ADAPTED FOR THE HOME PLAYYARD

Issued Monthly [except July
and August] by the Department of the Interior
Office of Education v v v v v v v Washington, D. C.

For sale by the SUPERINTENDENT OF DOCUMENTS, Washington, D. C. . . See page 2 of cover for prices

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SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, the achievements of the National Congress of Parents and Teachers, and the progress of parent education are to be set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

SCHOOL LIFE is an official organ of the Department of the Interior, Office of Education. It is published monthly, except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Office of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year. Club rate: Fifty copies or more will be sent in bulk to one address at the rate of 35 cents a year each.

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Issued Monthly, except July and August, by the Department of the Interior, Office of Education
Secretary of the Interior, RAY LYMAN WILBUR Commissioner of Education, WILLIAM JOHN COOPER

VOL. XV

WASHINGTON, D. C., JANUARY, 1930

No. 5

The Training of Leaders in Parent-Teacher Work

Nearing a Third of a Century of Service, the Parent-Teacher Movement is Looking Far Ahead, and Planning for Growth and Improvement in Coming Years. To This End, an Immediate Need is Provision for Training of Men and Women for Leadership in Parent-Teacher Work

By Mrs. HUGH BRADFORD

Third Vice President, National Congress of Parents and Teachers

THE training of leaders for parent-teacher work is a vital phase of adult education. No phase of educational work is of greater interest and value than the training of men and women to understand and to secure the best possible education for the two generations that concern them most—their own and that of their children. Parent-teacher associations are concerned primarily with exactly that project. The training of leaders in parent-teacher work should result in the most efficient approach toward that result.

Widespread Interest in Parent-Teacher Work

Parent-teacher associations exist in every State of the Union, and in nearly every nation. Few communities in the United States are without an organization of this character. Locally they are undertaking to promote a greater interest in problems that are of immediate concern to their community, such as better schools, better homes, wholesome recreation, good health, safety, and all that these and kindred projects connote. These organizations are the friends of education, the foes to all demoralizing agencies; they seek to inform themselves as to their community needs, and how they may solve the problems that have been accepted as their responsibility. Solutions are not always readily found, and local associations depend largely upon the experience of their leaders in choosing the best methods of approach to their problems.

Parent-Teacher Movement a Unifying Force

In a national way, the parent-teacher movement is a tremendous, unified force to secure, with the aid of State branches, the realization of a vision which for over

30 years has been our motivating impulse: A Nation which shall hold uppermost in its mind the development of a citizenry so straightforward and unafraid that selfishness and greed shall sink into the recesses of the past; that good morals and good health shall go hand in hand, unmolested by sinister environment; and that ours shall be a Nation dominated by its desire to serve humanity.

The large and changing membership of parent-teacher groups needs constant instruction by trained leaders. A million and a half of men and women have expressed a belief in the parent-teacher movement. The number is increasing rapidly each year, despite the fact that many parents of older children drop out at the conclusion of their children's school course. Consequently, the increase reported each year is not a true indication of the number of new members.

Importance of Training New Members

New members must be instructed as to the real objects of the movement, as well as in methods of obtaining results. With eager new members to serve, there must be trained leaders to direct their interests and enthusiasm. A leader who is untrained may wreck good impulses and destroy the efficiency of an organization. It is essential, therefore, to the success of the whole movement that each local unit should be able to secure an efficient administrator. This is especially true of the larger groups that represent important cities, and also of counties, States, or the Nation, where leaders have greater responsibilities. It is also desirable that these leaders should remain in the work through many years.

The increasing scope of the work requires leaders who will keep informed of

enlarging possibilities and of most effective methods. In earlier years less educational work was done, and more emphasis was placed upon obtaining material assistance for the schools. To-day parents are seeking to know education in all the phases that touch home life. While the ideals of the organization continue true to those of the founders, other needs have developed which demand the promotion of definite programs on health, home relationships, child study, and community service. Development of these programs is a part of leadership training.

The Need is for Trained Leadership

Just as there are two types of educators represented in the title of our organization, one might say that two types of leaders are necessary—parents and teachers. The type known professionally as the teacher group is composed of those whose credentials entitle them to serve in classrooms, teacher-training institutions, and colleges, who know parent-teacher work through active participation in the several groups that carry on for the national, State, local, council, and district organizations. This is the smaller group. As a rule this group has its interest centering in the school aspect of the work, since personal interest generally began with a school affiliation.

Real Leaders are Born, not Made

No hard-and-fast line can be drawn between this type of leader and another who has become a leader chiefly because of home interest in children, and who is not professionally connected with the schools. Many teachers, particularly those who return to the profession after

marriage, are also sensing the need to set up a program which shall unify home and school interests.

The training of these two types concerns us equally. The larger group, those who are parents and "lay" leaders, are actually doing the greater part of the leadership work. It is an interesting fact that a very large percentage of such leaders have been teachers.

Teacher-Training Institutions Give Special Courses

For many, training for leadership begins in participation in a parent-teacher association. It consists in listening, in doing, and in studying the activities nearest at hand; in attending conferences on special projects, and "schools of instruction" on leadership work; and in attendance on council, district, State and National conventions. These conferences, schools of instruction, and conventions are conducted for the purpose of giving information and inspiration to leaders who generally are holding some administrative office in our organization.

More intensive training is given for teachers and parents through the inclusion of parent-teacher courses in summer sessions of teacher-training institutions. This interest of colleges and training schools is grounded upon several contributing elements. The young teacher must be trained to adjust himself or herself effectively to the community in which service is given. Ignorance of any factor that affects education handicaps the teacher. The parent-teacher association is so closely allied to school activities that every teacher should appreciate its possibilities and ideals. A teacher who does not take advantage of every opportunity to create a friendly receptive attitude for the education given by the school is only partly a success. The older teacher probably has recognized the possibilities of a parent-teacher association, but wishes to do more practical work, and to study methods of developing programs and activities best suited to his or her own school.

Credit Courses in Parent-Teacher Work

The need is that teachers should know what responsibilities leaders assume, and how undertakings should be carried out, even if they do not themselves anticipate doing leadership work. Again, by university and college credit courses that count on credentials and degrees, teachers seek to advance their professional efficiency. For all these reasons, a demand has been created in every State for parent-teacher courses. Those who build courses in education realize the need of including courses in parent-teacher leadership work.

In 1928, according to report of our executive secretary, Mrs. A. C. Watkins,

credit courses were given by instructors in 17 colleges and universities, and in addition 7 noncredit courses were given. Last year the number increased materially. Such courses are especially designed for leaders, and they deal particularly with administrative work in local organizations, since it is there that first principles must be taught. The practical and educational value is thoroughly developed. Programs and activities are correlated; problems of interpreting school programs through home channels are discussed as well as methods of interesting foreign-born parents in modern American education, and other kindred topics. Leaflets; the handbook of the organization, *Parents and Teachers*; our convention proceedings; and similar literature are studied. Correspondence courses have been arranged by Mrs. A. C. Watkins. Those who qualify in the foregoing will be recognized as properly equipped to teach parent-teacher classes.

The Demand is for More Trained Leaders

A new type of leader is now demanded—one who knows the organization and who can also lead in the parental education courses which are the outgrowth of success of the parent-teacher association. As soon as associations understood that the best way to promote child welfare was to increase the knowledge of members as to child nature, a demand arose for parent education. The associations have created the demand, supplied the membership, and assimilated the instruction. Unfortunately there are not enough trained leaders to supply the demand. Colleges and universities are, therefore, busily preparing courses that include instruction leading to credentials in parent education. This has greatly stimulated interest among educational administrators. They are everywhere welcoming this new phase of educational development, and are crediting its creation and success to the parent-teacher movement. Ignorant parents are not successful parents, and lack of understanding on the part of parents not only means inefficiency in the home but also hampers the program of the school. To the extent, therefore, that through the efforts of trained leaders we are able to have informed members we shall be able successfully and intelligently to cooperate in child-welfare work, and to make a real contribution to educational progress.



Migratory schools for children of cotton pickers are maintained in Corcoran and Dallas Districts, Calif. For Mexican children in schools of Placentia, Calif., who work during the walnut-picking season a half-day school session is arranged.

Automobiles of the passenger type in California at one time exceeded by more than 100,000 the total enrollment in public schools of the State, including kindergartens, elementary and high schools, junior colleges, teachers' colleges, and the State University.



Defects of Vision

Considering the nature of the eye, it is little wonder that at school age many children present refractive errors of considerable importance, including many that are overcome by accommodation and do not appear in ordinary tests. According to reports of examinations of most medical inspectors with some experience, at least 10 to 12 per cent of children present defects of vision which may affect health or interfere with school progress and which warrant the application of glasses.—*School Health Studies*, No. 15, by Dr. James Frederick Rogers, chief, division of physical education and school hygiene, Office of Education.



Connecticut Safeguards Foster Parents

Approximately a quarter of a million children in the United States, deprived of parental care, are under the guardianship of public and private child-caring agencies according to a statement of Dr. Arnold Gesell, director of the Yale University Psychoclinic, New Haven, Conn. A constant turnover greatly augments these figures.

To safeguard foster parents in the adoption of children in Connecticut, mental examinations are made by the Yale University Psychoclinic of dependent children referred to the clinic by the State bureau of child welfare, as well as by private child-placing agencies. The official mental examination calls for definite information concerning (a) the child's intelligence, whether superior, normal, dull, inferior, or feeble-minded; (b) the child's educational outlook, his probable ability to complete grammar school, high school, and college, or to take special class work or vocational training; (c) evidence of epilepsy or any history of convulsions; and (d) whether the child would be likely to do well if placed in a family home and, if so, the desirability of an ordinary home or a superior home.

Doctor Gesell states that Pennsylvania, through some 200 child-caring agencies, annually cares for 25,000 children; Massachusetts, with about 75 agencies, cares for some 15,000 children; and New York, with about 200 agencies, cares for 40,000 children.

Do School Marks Indicate Needs or Abilities of Children?

Marking of Children of Differing Mental Abilities and Opportunities Entails upon Teachers Responsibility of So Planning School Work that, in Return for Conscientious Application, Conditions of Success May be Assured all Children—the Less Gifted as Well as the Superior Child

By MINA M. LANGVICK

Specialist in Rural School Curriculum, Office of Education

CHILDREN'S marks for the first half of the school year have been recorded, distributed to the children, and filed in the office records. Teachers feel a sense of relief that examination papers have been corrected and the finals averaged. Children feel—yes, there is the vulnerable point of the whole situation from an educational standpoint.

Children Regard School Marks Seriously

The "mark" is the school's measure of achievement or failure. To the majority of children it is perhaps a reasonably fair measure of effort and achievement, and a stimulus to greater effort and greater achievements. To the minority—children in the upper and lower quartiles—it may not be either a fair measure of effort or achievement, or a stimulus to greater effort.

To those at the upper end of the scale the mark may represent an overestimation of effort, and as such may inadvertently serve as an assurance of safety, a barometer as it were of the effort needed to "get by" for the year. These children recognize that the work required to secure the rank they hold has not been a real test of application. Unless the work itself challenges them, they may continue upon a plane far beneath their own abilities or the efforts of the less capable, with the consequent formation of undesirable habits and waste of valuable time.

Marks May Stimulate or Discourage

To those at the marginal edge of success or failure the mark is often an underestimation of effort and may serve as a "stigma" from which the child may find it difficult to recover; and it is an injustice which should not be tolerated. Repeated failure of children who either lack ability to do the work assigned, or whose efforts have been underestimated, may prove disastrous. The school's influence may become negative. It may affect not only the child's attitude toward school but his whole attitude toward life. It may become a most effective instrument for habituating or condemning the child to failure.

It is generally agreed that the school exists for the child. If so, it must be

conceded that the child has a right to a measurable degree of success. Reasonable success for every child implies (1) a curriculum so flexible in its content and organization that it will challenge each child and stimulate him to the utmost of his ability, and (2) a curriculum so adjusted to his needs that sufficient opportunity for achievement will be provided to balance the scale in favor of success rather than of failure.

Teachers' Responsibility in Marking the Child

No greater responsibility or opportunity rests upon teachers and school officials at this time of the year than to assure to the children under their direction and supervision adequate conditions for success.

The provision of satisfactory conditions presupposes an intelligent study of each child and his needs: (1) If possible, a physical examination and the removal of defects—for physical disability rather than mental incapacity may be the cause of retardation. (2) Careful analysis of the child's difficulties in the educational activities in which he is failing to achieve. Discovery of the specific difficulties confronting children is essential to their removal. (3) A study of the content of the curriculum in an effort to provide educational material which comes within the range of the ability and the experience of the individual, and which challenges the child's intelligence. (4) A study of the mental-social reactions of the individual child, in order that conditions which might stimulate negative reactions may be removed and the child placed in the most positive and constructive environment possible.

Traditions May Be Set Aside

This may mean the discontinuance of certain traditional practices and conceptions, and the development of new attitudes and procedures. It may necessitate overcoming the conception (if it still prevails) that good teaching is measured by close marking, failures, and repetitions. Pupil achievement is a better criterion of good teaching. It may even preclude the same standards for all. It may set askew the graceful outlines of

a true normal curve. Normal curves of distribution have their place in the field of research, in the testing out of educational procedures, but not in the practice of branding an individual child as a failure despite his efforts or limitations and abilities. It requires a substitute for the ineffective and destructive policy of "marking down" as a measure of discipline. Efficient teaching interprets discipline in more constructive terms. It implies a philosophy of education and of life which primarily regards children as "human beings," individuals with rights to be respected.

What School Marks Should Indicate

Teachers' marks have been found to be unreliable and subjective. Teachers are, with few exceptions, painstaking in their efforts to place a fair estimate upon the child's work. The fault lies not with the teacher, but with the retainment of traditional practices, such as the measurement of educational progress by the time during which the child is exposed to education, rather than by educational growth; and the process of mass promotion rather than individual progress.

When education is more fully conceived of as growth and in terms of individual progress, children will be studied and dealt with as individuals. They will not be passed or failed in accordance with their ability or inability to adjust themselves to a standardized, inflexible curriculum; but the curriculum will be adjusted to their needs, and they will progress on the level which they can attain, and will be happy in their achievements. They will find enjoyment and stimulation in an atmosphere in which each can stretch his imagination toward greater accomplishments.

School Marks—A Discouragement or Incentive

Viewed from the standpoint of society, the child who is happy in achievement, who has formed habits of success and acquired an attitude of expectancy of success in his efforts, is an asset; the child who is unhappy because he is gauged by standards of achievement other than his ability, and has acquired a record of repeated failures and entrenched habits of failure, is a liability. Who is concerned?



Sixty thousand mounted pictures, 18,000 lantern slides, and a goodly stock of motion-picture films in the educational museum of the Cleveland (Ohio) School of Education are available to the public schools of the city, and they are constantly used. Ninety-nine per cent of the elementary schools have motion-picture machines.

Housing and Equipping the Washington Child Research Center

Part II. Purchasing and Constructing Nursery School Equipment

Understanding of Child Development Essential in Selecting Proper Play and Service Equipment. Play Apparatus Must Be Strong and Adjustable. Design Should Appeal to Children's Interests. Cost Prices for Equipment Provided at the Center May Guide Others Interested in Equipping a Nursery School and Research Laboratory

By MARY DABNEY DAVIS

Specialist in Nursery-Kindergarten-Primary Education, Office of Education

and

CHRISTINE M. HEINIG

Nursery School Director, Washington Child Research Center

CERTAIN factors which need to be considered in planning equipment for a nursery school include (1) the purpose for which equipment is to be provided, (2) the physical make-up of the equipment, (3) its availability on the market, and (4) the practicability of building it. The following descriptions of these factors can be

paratus must provide easy manipulation for the children, yet weight enough to offer resistance. Materials which a child handles by himself may weigh 3 or 4 pounds, while larger materials generally carried by two or more children may weigh 8 or 9 pounds. The exercise of lifting is especially desirable for develop-

motivated activity of the 3-year-old. Though adjustability adds to the initial expense of the apparatus, it is more than compensated for by continued interest in its use, and by the encouragement it gives to initiative, ingenuity, and constructive activity. It also fosters courage and cooperation. It meets individual differences in rates of physical growth and provides opportunities for social adjustments. Equipment which meets these needs includes balance boards of several widths and thicknesses which may be used in combination with wooden horses or ladders for climbing, balancing, jouncing, etc.; ladders with and without adjustable rungs; seesaws; rolling box; rocking-board and rocking-horse; swings; knotted rope; swinging rings; wagons; and varieties of wheel and pedal toys.

Sensory motor control and development through use of the smaller body muscles may be cared for by satisfying the desire of young children to manipulate, to take apart and put together, to sort, to investigate, to collect and to possess the things which have to do with the welfare of his immediate person. Through using some of the following materials this development takes place, and the child also becomes acquainted with texture, size, mobility or stability, weight, color, and usability of things with which he comes in contact in his environment. These materials include *sorting and fitting materials*, such as spools, bath tiles, large nuts, small pill boxes, odd-shaped blocks, large buttons, puzzles, interlocking toys, pegs, beads, insets, buttoning belts; *art materials*, such as paper, crayons, chalks, paint; *plastic materials*, such as plasticine, clay, soil, gravel, and water; *construction materials*, such as building blocks, hammer, nails, soft wood or cork; *tossing, rolling, feeling, and weighing materials*, which, in addition to many of those already mentioned include balls, textiles, stones, sticks, etc.



Boards of different widths and thicknesses, used with "horses" of varying heights, offer increasingly difficult problems in motor control

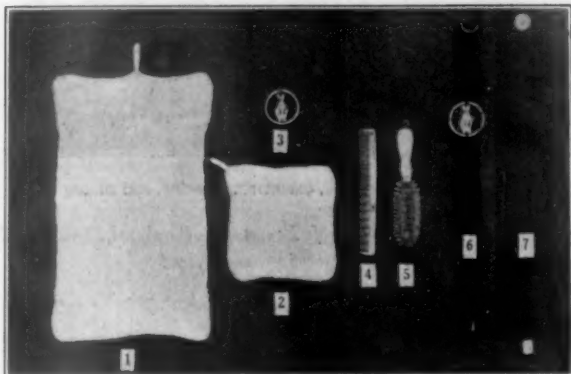
applied to the educative equipment for all nursery schools.

Criteria for the use of equipment.—Play apparatus should use and coordinate the child's larger body muscles, especially those in the abdomen, back, chest, arms, and legs. The way these muscles are used should assure right body development and correct posture. Equipment provided for this purpose should stimulate activities of stretching, pulling, balancing, jumping, and hanging. For these purposes special consideration should be given to the equipment, as follows: The size and weight of movable portions of ap-

ing back muscles. The test of the maximum load a child should lift is determined by his posture in lifting.

The equipment should be designed so as to invite and sustain the child's interests, appeal to his growing mind, and offer opportunities for the developmental needs of his growing body. The equipment must therefore be manipulative rather than mechanical. It should suggest a variety of activities rather than dictate certain ones. Adjustability, which makes it possible to raise or lower, lengthen or combine parts of the apparatus, adds vitality to what might otherwise be un-

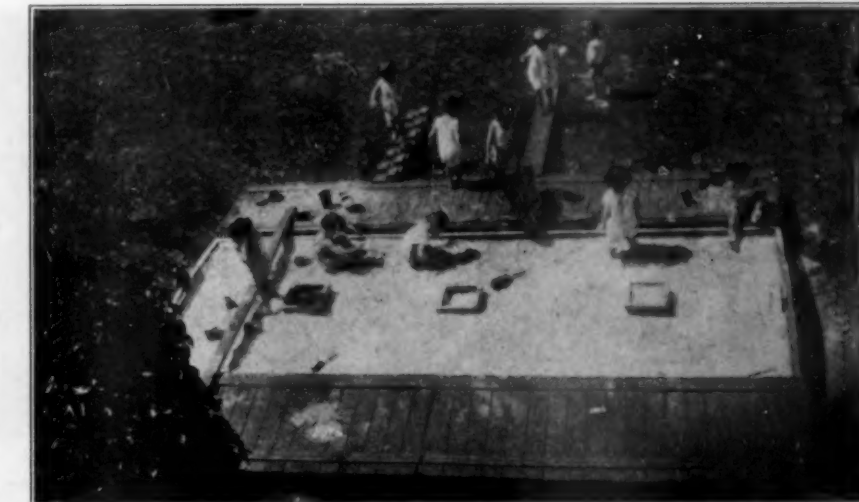
Aside from the social cooperation developed through attention to other developmental needs, equipment should satisfy the child's desire to imitate life about him in his social and family relationships, and it should provide experiences with animal and plant life. The importance of opportunities for observation and understanding of the phenomena of life processes which nature experiences provide can not be overestimated. In addition to materials already listed, equipment which will satisfy those needs includes: (1) Playthings, such as dolls, doll house-keeping furniture, wooden and stuffed toy animals, autos, trains and small wheeled toys, and picture, story, and song books; (2) actual housekeeping equipment, such as dishes, silver, napkins, service mats, doilies, vases, brooms, mops, dustpans, dusters, and dishwashing paraphernalia; (3) cages and inclosures for pets, aquaria for fish and tadpoles, garden space and bird-feeding stations.



Individual equipment for developing habits of personal hygiene: (1) Turkish towel, 9" by 6"; (2) wash cloth, 6" by 6"; (3) identification tag used for bathroom equipment, cot bed, blankets, floor rug, chair, and cupboards for wraps and clothes; (4) comb; (5) nail brush; (6 and 7) two types of easy-buttoning belts used to hold resting rugs. This rug, made of cotton baling dyed in bright colors, is used as the background for the picture

Most of the development of right mental and physical habits in the nursery school depends upon the way in which the use of equipment and apparatus is guided by the teacher. It is well to provide a limited number of favored kinds of equipment, allowing the children an opportunity for sharing, waiting turns, and consideration for the rights of others. Identification marks give the child a sense of ownership for his own individual equipment. Materials used in developing personal hygiene habits should be fitted to the size and ability of the children and be accessible during the day's activity.

Selecting purchasable equipment.—Some of the equipment and play materials may be purchased ready-made. Such equipment needs careful selection to insure its adaptation to nursery-school usage. The following suggestions developed when purchasing equipment for the Washington center: (1) Cot beds—two types available,



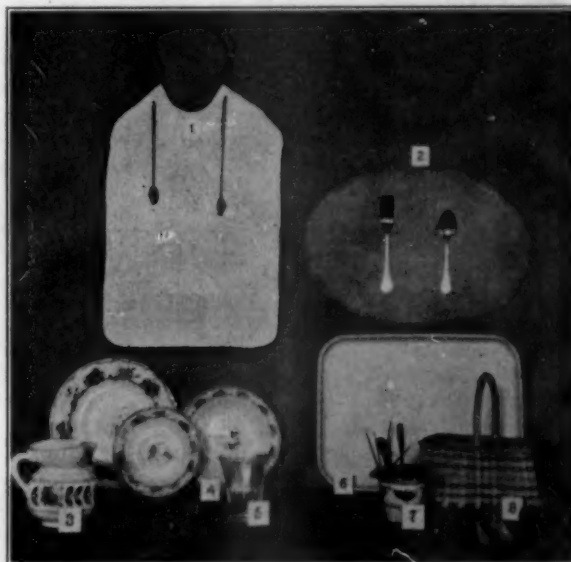
When the sand box is opened, the covers provide additional play space. Hollow square cover-supports in the middle of the sand box are especially intriguing for the children's play

folding and stationary. Points to consider are body posture, sanitation, economy of space, use in research studies. (2) Sheets may be purchased economically in correct sizes. The 68-inch single blankets, cut in half and bound, are practical and economical. (3) Towels, wash cloths, and bibs are best made of soft absorbent material which can be easily laundered and used rough dried. Wash cloths, 6 by 6 inches, are small enough for most of the water to be squeezed from them by the small child's hand. (4) Table mats of colorful waterproof material—shel-

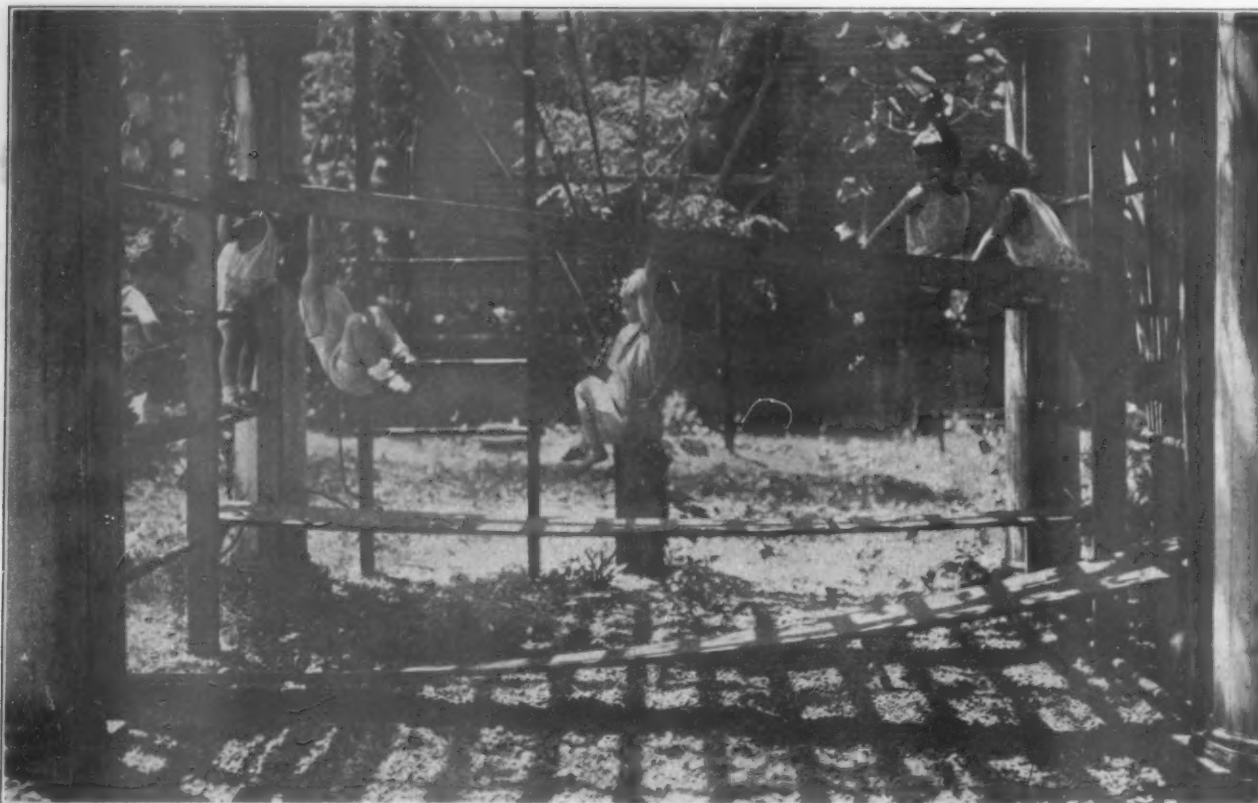
lacked on the under side to prevent curling, are attractive and economical. (5) Fabric serving trays are small and light in weight. (6) Service china of strong biscuit ware does not chip easily. A non-cracking medium glaze and a colorful and simple decoration are desirable. Plates and bowls should be deep enough to hold average portions of food and should have plain round edges to aid children in carrying them. Pitchers should have handles which children can grip easily, and the lip should be accentuated to facilitate pouring. Pitchers and glasses must stand firmly. All serving dishes should be covered, and of heavy crockery so

as to maintain heat. (7) Silver of child size should include a rounded spoon and a straight-sided wide fork with rounded tines. Additional pieces of adult size are required for the teaching staff. (8) For cleaning facilities, small mops, brushes, pails, and cloths should be made easily accessible. (9) Chairs should be purchased in at least three heights—8, 9, and 10 inches. Tables should accordingly range from 17 to 19 inches in height.

Constructed equipment.—For the sake of economy, to meet the needs of the children, to be suggestive to parents for home reproduction, and to take advantage of the house and grounds secured for the Washington center, most of the equipment was constructed by carpenters. Such equipment included the following: (1) A slide board 12 feet long was incor-



Luncheon service equipment: (1) Self-help bib of white ratiné with colored binding; (2) waterproof plate doily and silver; (3) pitcher with good gripping handle and well-defined lip; (4) china service of tea plate, cereal bowl, and sauce dish; (5) heavy glass with narrow grip; (6) paper-maché tray; (7) vase for table flowers; (8) basket for carrying silver and teachers' service



Stationary and adjustable ladders and boards in one end of the pergola give opportunity for such activities as climbing, balancing, jouncing, and sliding

porated in the stairway leading to the playground from the sun porch. (2) Climbing apparatus and swings were installed in a pergola already in the yard. (3) A sand box was designed to fit a large space in the yard well exposed to sunshine and partially surrounded by shading bushes. (4) Tables, benches, large drawing easel suitable for continued use out of doors, and animal pens were constructed. (5) Hollow boxes for indoor and outdoor building blocks were made at a box factory. (6) Wooden supply trays, stools, a rocking horse, a doll's bed, a wardrobe box, and a table were constructed.

Many Things to be Considered in Planning Equipment for a Center

In planning both the purchased and the constructed equipment for a nursery school, at least three major factors must be considered: First, the vigorous manipulation to which equipment is constantly subjected both indoors and out of doors; second, the need of frequent washing and sterilizing of both play materials and of apparatus, for purposes of sanitation; and, third, the immediate needs of the children concerned. These details are described in the captions accompanying the photographs and drawings. Other ideas to be considered in making equipment include the following: (1) Take advantage of all features in the house or

on the grounds which suggest possible play apparatus or devices which may aid teaching techniques. (2) In rented property install structural equipment in the house with screws and bolts, rather than nails, to assure ownership and to facilitate possible moving. (3) Wooden or large cotter pins are the best fastenings for adjustable apparatus. (4) All exposed corners should be rounded and edges beveled. (5) For cupboards, wood should be properly mitered at the corners in order to provide strength and at the same time avoid the necessity of unsightly supports. (6) Such wood substitutes as beaver board and Celotex are excellent material for bulletin boards, screens, and backs of cupboards. (7) Stock D white pine is a satisfactory wood for most equipment. However, wood should be adapted to the use for which it is designed and should be selected for its flexibility, weight, size, and its nonwarping, nonrotting, nonsplintering, and seasoned qualities. (8) All equipment should be finished with bright-colored paint or oil. (9) Portable apparatus may be used both for indoor and outdoor play. (10) For the use of wheel toys it is essential to have cement walks or play space. Adventure is provided for children by laying a winding walk among shrubbery and structures. (11) Placement of outdoor equipment should be so zoned that group interests are divided.

Summary of Equipment—Purchased, Constructed, and Loaned

Dining-room equipment:

Furniture—Round tables, 36-inch, drop-leaf, 18 inches high, 4 at \$12.50, shipping costs \$5.40; chairs, 9 to 11 inches high, 30 at \$4.10 per cent discount, unpainted; paint, 3 coats for tables and chairs, \$15.27; 4 serving tables, charged under construction...	\$178.67
Dishes—4 dozen 8-inch tea plates; 3 dozen sauce dishes; 3 dozen cereal dishes, \$39.54; 11 pitchers—1 3-quart with lid, 1 2-quart, 2 1-quart, 7 1-pint, \$9.91; 4 dozen glasses, \$1.20.....	50.65
Silver—4 dozen children's spoons; 2½ dozen children's forks; ½ dozen each—tablespoons, knives, forks; 1 dozen teaspoons..	24.17
Trays—6, white fabric.....	3.24
Oilcloth—3 yards for table doilies, donated.	
Total.....	256.73

Bathroom equipment:

Linen—3 dozen, 6 by 6 inch wash cloths; 4 dozen, 9 by 16 inch towels.....	5.34
Toilet articles—25 combs; 25 nail brushes; 2 bath stools; 2 toilet-seat insets; 10 dozen hooks; 3 paper-towel cabinets, furnished with order for towels; steps, benches, and toilet-paper racks, charged under construction.....	11.25
Total.....	16.59

Sleeping equipment:

Cots—8 stationary, at \$13.50; 12 folding, at \$7 less 20 per cent.....	175.20
Bedding—4 dozen sheets at 58 cents apiece; 8 blankets at \$2.95, 4 at \$3.95; labor for cutting and binding blankets, \$12.18.....	79.42
Miscellaneous—2 bed screens; 4 costumers, charged under construction.....	
Total.....	254.62

Kitchen equipment:

Linen—2 dozen towels; 2 dozen dish cloths.	\$9.00
Kitchen utensils—2 large casseroles; 3 dozen custard dishes.	7.75
1 each—meat chopper, pail, set of saucepans, pitcher, double boiler, collander, dish pan.	9.00
1 each—aluminum pan, bread knife, butcher knife, can opener, potato ricer, flour sifter, bread box, salt and pepper boxes, dish drainer, ice pan, egg beater, cabbage slicer, egg slicer, yellow bowl; 4 paring knives; 3 each teaspoons and tablespoons.	17.53
2 each—mixing bowls, dippers, baking pans, strainers, spatulas, galvanized spoons, aluminum spoons, wooden paddles, apple corers, small bowls; 1 each—dishpan, saucepan, collander, grater, fork, lemon squeezer, orange squeezer; 6 bread pans; 3 wooden spoons; 5 measuring cups; 24 large glass jars; 1 set scales; and 1 refrigerator. (Loaned.)	
Housekeeping utensils—3 each—aluminum trays, children's mops and brooms; 1 each—carpet sweeper, electric iron, garbage can, broom, brush, dustpan, mop, soap dish, window washer; 1 porcelain table top; 6 pot holders.	20.93
Total.	64.21

Play materials:

Wheel toys—3 wagons, \$6.50; 1 each—wheelbarrow, \$1.50; pedal bike, \$2.50; bicycle, \$10.50; stick horse, 45 cents; tricycle and large wagon (loaned).	21.45
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Play materials—Continued.

Doll equipment—3 dolls at \$1; 2 wicker child rockers at \$4.45; 1 each—doll carriage, \$2.00; table, bed, and wardrobe box, carpenter-made; bed mattress and pillows, \$1.75; washing set, 50 cents; teddy bear, \$1.75.	\$17.99
Graphic material—3 tons sand at \$10; bogus paper, \$1.80; newsprint, \$2.50; crayons, \$3; chalks, \$1; paint brushes, \$2.65; show-card paint, \$1.50; clay and plasticine, \$1.40.	43.85
Toys—2 dozen 6-inch wooden animals, contributed; 9 balls, 8, 6, 4, and 3 inches in diameter, \$2.73; auto, \$1; train, 65 cents; fire engine, \$1.25; tractor, \$1; hook and ladder, \$1.25; horse, \$1; elephant, \$1; rabbit, dogs, ducks, \$1.50; beads 1-inch colored, wooden, \$5; shoestrings, 64 cents; hammer and nails, 20 cents; sand toys—12 shovels, 6 sprinklers, 6 pails, sand dishes, \$5.05; garden tools, \$1.50; design set, \$1.50.	25.27
Blocks—25 indoor building blocks, 5 by 8 by 11 inches, \$6; 15 outdoor building blocks, 5½ by 11½ by 23½ inches, \$4.95; color cubes, \$4.75.	15.70
Miscellaneous—Pictures and picture books, \$6.15; peg boards and insets, made by carpenter; baskets—berry, bushel, half-bushel, and hampers, \$5.	11.15
Total.	135.41

Play apparatus:

1 section indoor fence; 1 each—indoor and outdoor balance boards with rubber treads, rocking board, rocking horse, sand box, cheese box, slide built into steps; 4 each—swings, climbing ladders (3 stationary, 1 movable); 7 boards; 10 saw horses (5 sizes). For materials, labor, and paint.	422.84
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Examination equipment:

Examination table, \$27; 2 stethoscopes, at \$2.25; 2 percussion hammers, at \$1.75; hemoglobin scale and needle, at \$1.35; examination blanks, \$5; 1 dozen test tubes, 45 cents; 2 measuring scales, at \$1.20; 1 child's table, \$1.	\$45.40
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Office equipment:

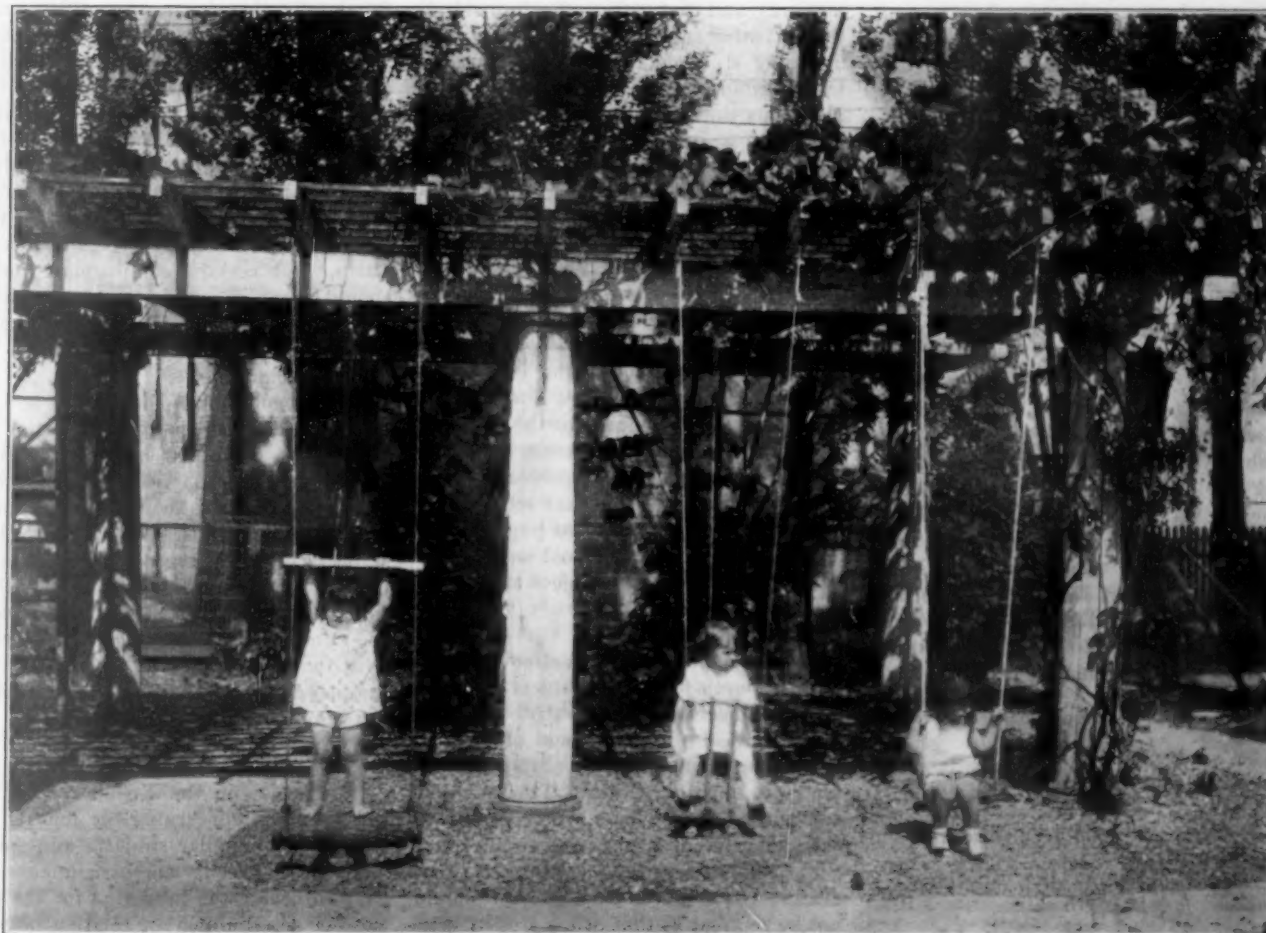
1 each—typist desk, secondhand, \$22.50; library table, \$45; magazine table for reception room, \$8.50; 2 each—filing cases, secondhand, \$25.25; sanitary couches, \$14.95; couch covers, \$10.75; 2 typewriters, at \$70; 3 desk trays, \$1.45; rugs, \$98; 5 waste baskets (no charge).	366.40
1 each—filing table, small library table; 2 desk chairs; 4 office desks; 5 each—small study tables, straight wooden chairs, Windsor chairs, upholstered chairs (loaned).	

Miscellaneous:

Linoleum, \$262.50; window shades for entire house, \$48.75; curtain materials, \$26.53; curtain rods and brackets, \$17.83; piano, \$250; lamp shade for playroom, \$7.50; 4 doormats, \$5.85; hardware, etc., \$20.24.	639.50
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Summary of equipment costs:

Dining room	256.73
Bathroom	16.59
Sleeping room	254.62
Kitchen	64.21
Play materials	135.41
Play apparatus	422.84
Examination room	45.40
Offices	366.4
Miscellaneous	639.5
Grand total.	2,201.70



Swings of different types installed in the other end of the pergola; log swing for arch development, self-propelled swing, and the customary swing with a board seat

Locating and Minimizing Difficulties of Junior High School Pupils

Modern Pedagogy, True to the Meaning of the Word, Seeks to Fit Education to the Pupil, and to This End Studies His Abilities and Needs—Approach to This Study was by Means of the Pupil's Own Reactions as Recorded by Himself

By CHARLES FORREST ALLEN

Supervisor of Secondary Education, Little Rock, Ark.

WITH the advent of the junior high school, many changes have come over that part of the traditional school formerly assigned to the last two years of the elementary school and to the first year of the 4-year high school.

Frequently these changes have been studied from the viewpoint of the adult, especially of teachers and principals. In the investigation here reported, an attempt has been made to attack the problem from the pupil's standpoint and to secure from pupils constructive suggestions for a supervisory program in the junior high school.

Schools Participate in the Survey

Pupils were requested to answer the following six questions of major importance: (1) Is a junior high school pupil overworked? (2) How many subjects do the pupils study daily? (3) What relation do pupil answers bear to the program of studies, the curricula, and the course of study? (4) What is the relation between most popular subjects and easiest subjects? Between clear assignments and easy subjects? (5) Are pupils overburdened with clerical work? (6) What school practices are most confusing to the student entering school?

The following schools, geographically distributed, cooperated in the study: Morey Junior High School, Denver, Colo.; Hutchins Intermediate School, Detroit, Mich.; Kirby Smith Junior High School, Jacksonville, Fla.; West Side Junior High School, Little Rock, Ark.; King Junior High School, Los Angeles, Calif.; Hamilton Junior High School, Oakland, Calif.; Washington Junior High School, Rochester, N. Y.; Ben Blewett Junior High School, St. Louis, Mo.; and Hines Junior High School, Washington, D. C.

Is a Junior High School Pupil Overworked?

The study indicates that the typical junior high school pupil spends approximately 44 minutes in preparation for each of five subjects, or a total of three and

one-half hours daily. In all but one of the schools reporting, approximately half of this time is spent in study at school and the other half in home study. It developed in the survey that in some subjects, and in all schools, many pupils spend an undue amount of time in preparation; nevertheless the sum total is not too great. In the table given below it will be noted that pupils in the 7B grade required more preparation than did pupils in the 7A grade. This fact should be significant. It may be that there is a lack of articulation between the 6A and the 7B grades; a difference in the nature of assignments; that the change from elementary to secondary methods is confusing; that the secondary teachers were using high-school methods; and that extracurriculum activities and other causes were confusing to the incoming students; and that because of the foregoing, or for other reasons, these 7B pupils were spending too much time in lesson preparation.

The Pupil Load

The gradually increasing amount of time spent in preparation by pupils in grades 7A to 9A is approximately as it should be. The wide range of lesson preparation for each subject in each half grade, as shown in the table, should be significant to teachers, administrators, and curriculum builders. The table shows a very wide divergence of procedures in the different schools studied, some schools requiring more than twice as much preparation for a certain subject as do other schools. It is no wonder, therefore, that pupils transferring from school to school seem to be below standard in one subject and above standard in another subject.

In schools embraced in the survey it seems that the general practice is to require of pupils five major subjects and one minor subject. But evidently there are exceptions—due to reasons of health, scheduling, irregularity, part-time attendance, or other causes. The fact that a junior high school pupil is required to carry five major subjects and one minor subject is in itself evidence that the preparation required for each subject should not be so great as that of the student who

carries but four subjects in the senior high school.

Answer to the question as to what relation a pupil's answers bear to the program of studies, the curricula, and the course of study has been partly indicated in the discussion above.

Duplication of Findings for Curriculum Practice

When students in one school spend 24 minutes in preparation of 9A Latin, while students in another school spend as much as 140 minutes in such preparations, there should be a difference in the courses of study and in the credit allowed; likewise when pupils spend 35 minutes on general science, while the same pupils spend 85 minutes on English, as shown in one of the tabulations, there is cause for adjustment of the local curriculums and courses of study.

It may be that one department is sponsored by a more aggressive head; that the particular department is attempting to cover too much subject matter; or that the credit allotment for respective subjects should be revised according to the amount of time required. It may also be that some subjects—such as foreign languages, Latin, and certain commercial work—should be commenced in the higher grades. The study shows that Latin and French are universally considered difficult.

The author checked the data in one school by going back three years and determining the percentage of failures per subject as compared with the subject requiring most preparation. In this school it was shown that the subjects requiring most time and preparation were also those subjects in which there was the greatest percentage of failures. Furthermore, these same data were checked with reference to the number of failures in each half grade, with the result that the courses of study are being revised so as better to equalize the work in the various grades.

Many Causes Affect Work of Students

Information in the second part of the questionnaire concerning the relation between most popular subjects and easiest subjects, between clear assignments and easy subjects, was tabulated for the purpose of determining the relation between

Medians and ranges in minutes of study preparation reported by pupils, by subjects,¹ and by grades in nine junior high schools

Subject	Grade and median number of minutes						Grade and range in number of minutes					
	7B	7A	8B	8A	9B	9A	7B	7A	8B	8A	9B	9A
English.....	43.4	37.4	38.5	36.4	39.1	48.5	26.9-55.2	12.2-61.3	23.1-44.1	30.0-54.1	27.3-57.4	35.0-83.9
Mathematics.....	47.6	41.3	43.6	41.6	54.5	61.2	25.4-82.1	12.0-80	30.2-49.3	30.0-60.8	37.0-73.3	42.0-82.7
Social science.....	41.7	33.9	37.5	44.5	50.8	54.3	27.6-59.5	13.7-67.2	28.1-48.2	27.8-54.5	27.7-76.6	36.0-85.6
Science.....	39.2	29.4	30.8	34.4	37.9	46	15.8-38	10.0-42	13.5-36.5	12.6-39	15.7-54.2	21.7-69.9
Commercial ²	15	31.8	37.2	45	44	53.5	15.0-25	30.0-40.6	25.3-44	35.8-60	29.0-56.8	39.0-87.4
Spanish.....			32.9	40.5	45.2	44.5			26.3-39.5	39.1-41.9	33.9-69.2	39.0-65
French.....			65	40.5	75.6	70			00.0-65	40.3-41.9	42.5-97.8	69.0-79
Latin.....	36.9	43.9	44.6	43.4	53.1	50.8	11.6-79	00.0-43.9	24.0-73.4	29.0-88.7	17.5-64.6	34.3-140.8
Boys' industrial.....	41.9	24.7	38.4	52.9	28.4	45.0	00.0-49	12.0-43.2	20.7-55.0	17.0-63.0	8.6-60.0	30.0-76.7
Girls' industrial.....	46.4	19.0	43.8	29.3	52.5	65.0	40.2-50.8	12.0-29.2	22.9-63.0	21.7-55.0	30.0-59.2	44.0-90.0

¹ Among other subjects mentioned by one or more schools were: Art, music, health, gymnasium, auditorium, guidance, orchestra, and writing. Total time allotment ranged from 10 to 64 minutes daily.

² 1 school reported 120 minutes for shorthand, and 74 minutes for penmanship.

pupils' preferences in the subjects they studied; and to see if possible what effect clear assignments had upon the percentage of failures. The study showed that for the three subjects required in all schools—English, mathematics, and social science—the number of pupils listing those subjects as most difficult was practically equal to the number listing the same subjects as least difficult. This fact indicates a matter of preference and individual difficulty in the presentation of these subjects.

Relationship of Difficulty to Assignment

A further study of individual replies showed little agreement as to which subject is difficult for any one student. English might be difficult for one, mathematics for another, and social science for still another. Furthermore, English and social science might be difficult for a certain pupil and mathematics might be easy for him. Likewise, almost any combination of difficulties and easy preparation were found, indicating the wide variety of individual abilities. It seems, however, that Latin was difficult for almost all pupils.

A large number of students indicated that assignments are not clear, and it was evident that many others thought the assignments clear when really they were not clear. This fact the writer checked to his own satisfaction by visiting rooms and asking pupils to write the assignment, which he compared afterwards with the teacher's written assignment. Study and observation clearly indicate that supervisors and teachers may well give special attention to clarifying their assignments.

Relationship of Difficulty to Student Preference

The writer also checked individual pupil replies in one school to compare those indicating "subject least difficult," "assignment clear," and "liked best." A random selection of several hundred replies showed that 33 per cent indicated that when students considered the subject as "least difficult" they also listed

it as "assignment clear" and "liked best." In other words, there was a strong indication that if a teacher made her assignments clear, the lesson was not thought difficult and the pupil liked to do the work. Likewise, it was shown that if the assignment was not clear, the subject was thought difficult and the pupil disliked the work. On the other hand, it may be true, of course, that the pupil reported the assignment not clear and the subject difficult because he did not like it. Regardless of which supposition is true, the study indicates that a teacher must make her assignments clear if she expects pupils to do satisfactory work. Furthermore, it is the business of the teacher so to motivate the subject that the pupil will want to do the work. Probably homogeneous grouping will prove helpful in solving these problems.

Are Pupils Overburdened with Clerical Work?

Pupil replies to the question regarding amount of time spent in grading papers and on other clerical work indicated very clearly that a majority of pupils spend little or no time in this kind of work. The study does show very conclusively that in some schools certain pupils are asked by teachers to do entirely too much grading of papers and other clerical work. The study also shows the advisability of consideration in some schools of local practice in the matter of pupil service. Some scheme should be provided for evaluating and limiting the clerical activities of pupils. Probably the question of apportioning the services now performed by a few so that such services will be performed by many is a problem meriting consideration in each of the nine schools concerned in the survey. The study showed that in some of the schools many pupils complained of the requirement of too much clerical work by a teacher. On the other hand, the fact that pupils of some teachers stated that they were never called upon to do any clerical work is also significant.

Information concerning the school practices that are confusing to students entering school was of such a variety that it is not tabulated here.

Problems of Articulation in Junior High Schools

From the study a few significant facts were brought out, however. In certain schools where the practice was for representatives of the junior high school to conduct incoming 7B pupils through the building on "visitors' days," replies indicated that pupils had little difficulty in finding the rooms and of observing other routine regulations. In one of these schools where, because of new building conditions, the practice of observing "visitors' days" had been discontinued, pupils who had not had the advantage of participation in "visitors' days" showed by their replies that locating certain rooms and other routine was very confusing to them, whereas it had not been confusing to previous groups who had the advantage of taking part in "visitors' days."

The items, in order of importance, listed by the pupils as being most confusing to them are as follows: (1) Finding room; (2) remembering schedules; (3) remembering rules of school; (4) keeping up with assignments; (5) loss of misplaced wraps, etc.; (6) being required to hand in many written lessons on the same day; (7) being required to hand in papers with different mechanical arrangements to meet different teachers' directions; (8) remembering teachers' names, and the kind of replies desired; and (9) learning how to study.

The significance of these difficulties is self-evident and should be suggestive to teachers, supervisors, and administrators.

Conclusions

The original study comprised more than 50 typewritten pages. Only a few of the more significant items that should be suggestive and usable have been mentioned in this discussion. These may be summarized as follows:

(Continued on page 97)

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE
INTERIOR, OFFICE OF EDUCATION

Acting Editor HENRY R. EVANS

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. Club rate: Fifty copies or more will be sent in bulk to one address within the United States at the rate of 35 cents a year each. Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

JANUARY, 1930

The New Year

A Happy New Year to you all! On the 1st of January of this year, we are changing not merely one figure in our calendar but two figures, for we are passing from the decade of the twenties into the decade of the thirties. If we are thinking historically we may, on January 1, look back 100 years from an administration which finds in the White House, the first President born and reared west of the Mississippi River to the first so-called Westerner, Andrew Jackson, of Tennessee. This would lead to reflection upon the marvelous changes in our country, in size, in wealth, in power, even in institutions.

We educators might be tempted to speak at great length upon the development of the public school and college within the century. I think, in fact, that we should give some thought to this hundred-year period. There is coming, however, within the decade a time very propitious for this discussion, namely, the hundredth anniversary of the significant work of Horace Mann in Massachusetts. Therefore, let us wait until 1937 for this discussion, but in the meantime let us be thinking about it.

With the opening of each new year we talk facetiously about good resolutions, etc. I do not find any one time in the year peculiarly suited to the making of new resolutions. I believe that they should be made and new policies should be instituted as occasion arises. There is no magic in a particular day. Yet we in this country do celebrate with much noise and festivity the passing of one year and the incoming of another. I suppose it is one indication of a tendency of the human mind to fall in with a plan to measure things exactly and a zeal to settle affairs with finality.

I hope that in this regard the decade about to open marks some outstanding efforts on the part of the leaders in educational thought. Philosophers have speculated with such concepts as time and space. All of us in our early struggles with mathematics have been so surrounded by tangible evidence of three dimensions that we have wondered whether or

not the mathematicians who talked about a fourth dimension and who made us struggle with a fourth, fifth, and even "nth" powers were not a little "off." To-day, however, it is the common knowledge of every educated man that our giant telescopes register the movements of bodies so far away that their distances must be measured not by feet and yards and miles but by *light years*. Certainly when we record the movements of heavenly bodies by light which started from its source hundreds of thousands and even millions of years ago, our notion of the border line between the concept of time and the concept of space is somewhat disturbed.

When we reflect upon the upsetting effect of the findings of an Einstein upon some of the rather positive conclusions of the earlier scientists we are led to wonder whether there is any fact in all of our vast compendia of knowledge which may be set down as *absolute* truth.

Perhaps the decade just upon us will mark as distinct revolutions in our thinking as the decade of the 1830's made in our manner of dress and in our ways of living.—W. J. C.



The Newer Conception of Education

FORTUNATELY for humanity, the *divine afflatus* does not descend exclusively upon the well-born, those who come into the world surrounded by every luxury, but it falls equally upon the humble and the lowly. For this we should be devoutly thankful. The greatest geniuses in the world have been men who have risen from the ranks—poets, painters, scientists, inventors, and reformers; men who have passed through the fires of suffering, poverty, and neglect. It is by contending with great obstacles that a man brings to the surface the talent that is in him. Luxury enervates its votaries; the worship of the golden calf destroys genuine religious feeling and the desire to serve one's fellow man.

When the rich young man approached the great Nazarene and asked what he should do to have eternal life, the reply vouchsafed was: "Sell all that thou hast, and give to the poor, * * * and come and follow Me." What did the young inquirer after truth do? He fell back into the crowd that surrounded the Master and sorrowfully hurried away. It was asking too much, to give up the flesh pots of Egypt, the luxury and elegance of life, the freedom from want and poverty, to follow an unknown preacher and reformer with His little band of disciples, most of whom were men of very humble origin, fishermen and the like. And so the *divine afflatus* rarely

descends upon the sybarite, the trifler, and the rich man. The men who save the nation are generally from the ranks.

Of the great men of our American Revolution, we love to dwell most on Benjamin Franklin, the descendant of a race of sturdy and ingenious artisans; the printer's apprentice, who became a statesman, a philosopher, and a scientist; whose fame has spread through all nations. Upon Franklin descended the sacred fire.

There is one phase of this remarkable man's career that is comparatively unknown, viz, the *educational*. His ideas on education are given in his two papers that deal with the English Academy in Philadelphia. In these he advocated the founding of a school in which the chief subjects of instruction should be English, arithmetic, geometry, astronomy, and history—"those things that are likely to be most useful and most ornamental, regard being had to the several professions for which they are intended." He urged the acquisition of useful knowledge as well as of morality.

In a paper on The Academy, written in 1789, he tells us that "the Latinists were combined to decry the English school as useless. It was without example, they said, as indeed they still say, that a school for teaching the vulgar tongue, and the sciences in that tongue, was ever joined with a college."

Franklin was an earnest advocate of education and deserves a leading place among American educators, although he was no pedagogue in the literal sense of the word. But he had risen from humble surroundings, he knew life from the standpoint of the masses, and he was intensely patriotic and farseeing.

Dr. C. R. Mann, in discussing Benjamin Franklin's educational ideas and what they have led to, says: "The wonder is that a century and a half elapsed after Franklin's lucid exposition of the subject before the country at large could rid itself of its ancient traditions and give unquestioned moral support and social sanction to his sane and sensible precepts and conclusions." Franklin undoubtedly was far ahead of his time.

Another great man, William Penn, in 1693, wrote as follows on education: "The world * * * ought to be the subject of the education of our youth, who, at twenty, when they should be fit for business, know little or nothing of it. We are in pain to make them scholars, but not men! To talk, rather than know, which is true Canting; * * * to know grammar and rhetoric, and a strange tongue or two, that it is ten to one may never be useful to them; leaving their natural genius to mechanical and physical, or natural knowledge, uncultivated and neglected."

More and more emphasis is being put to-day upon the sciences; to relating the schools to real life. A certain insight into the humanities is most desirable. But we should not overstress classical studies. The ancient Greeks did not devote their attention to the study of Sanskrit, but to the world about them; and we should do the same. The Nation needs its tool-minded men, its chemists, and its agriculturists. But this does not mean that the arts—music, painting, sculpture, dramatics—should be neglected. The cultivation of the arts gives beauty and spiritual meaning to life, without which we should sink to the level of automatons. It would be better if the fine arts were to take a more prominent place in our educational curriculum. Too long have they been sidetracked.

The great war has shown us the necessity for men of technical training; for skilled workmen. Vocational education has come to stay. A more radical and democratic education impends. "The country has been struggling since its origin to develop an educational system that expresses the American spirit." The Army schools have shown us the way to attain the newer ideals of education—in which physical exercise, self-discipline, initiative, and resourcefulness are thoroughly blended.

Educational Meetings, Atlantic City

Education in the Spirit of Life is the theme adopted for the meeting of the department of superintendence of the National Education Association in Atlantic City, N. J., February 22-27, 1930. Sessions will be held in the Atlantic City Auditorium, and Dr. Frank Cody, president of the department, will preside.

Among other meetings to be held conjointly with the sessions of the department is the third national conference of supervisors and teachers of home economics, which will convene on February 23. Sessions will be held in the Lake Como room of the Chelsea Hotel. Monday afternoon will be devoted to research, Tuesday to health education of the child, and on Wednesday afternoon an opportunity will be given for round-table discussions.

For each branch of vocational education in public schools of Baltimore, an advisory committee representing employers and employees engaged in the corresponding industry, has been constituted. The committees assist in determining courses of study, methods of instruction, and equipment.

Recent Educational Conferences Held in Washington, D. C.

The Advisory Committee on National Illiteracy

WITH the taking of the next Federal Census in 1930, the question of illiteracy looms large on the horizon of national affairs. As good citizenship is the bedrock on which the Republic stands, it is of paramount importance that there should be an intelligent citizenry to exercise the right of the ballot, and to promote the advancement of economic, ethical, and civic interests. It becomes necessary, then, to take cognizance of the illiteracy that exists in the Nation, and that steps be taken to eradicate it as speedily as possible. This is not only a local but a national issue.

President Approves Appointment of Committee

With these points in view, Secretary Ray Lyman Wilbur, of the United States Department of the Interior, with the approval of President Hoover, on November 16, 1929, announced the appointment of a number of distinguished citizens as members of an Advisory Committee on National Illiteracy to study the question in all its phases.

This committee convened for a preliminary session on December 7, in the office of the Secretary of the Interior, Washington, D. C., and effected the following organization: Ray Lyman Wilbur, chairman; William John Cooper, vice chairman; Mrs. Cora Wilson Stewart, chairman of the executive committee of seven; and Rufus W. Weaver, secretary-treasurer.

Membership of the committee is as follows: William John Cooper, United States Commissioner of Education; Senator Henry J. Allen, Kansas; J. A. C. Chandler, Virginia; A. Caswell Ellis, Ohio; Mrs. Cora Wilson Stewart, Kentucky; T. H. Harris, Louisiana; Raymond B. Fosdick, New York; Glenn Frank, Wisconsin; John H. Finley, New York; Dr. C. R. Mann, Washington, D. C.; A. E. Winship, Massachusetts; Lorado Taft, Illinois; Mrs. Ruth Bryan Owen, Florida; John W. Abererombie, Alabama; M. L. Brittain, Georgia; Mrs. A. H. Reeve, Pennsylvania; Herbert S. Houston, New York; Henry Goddard Leach, New York; Rufus W. Weaver, Washington, D. C.; Frank Cody, Michigan; R. A. Nestos, North Dakota; and Mrs. Marvin Bristol Rosenbury, Wisconsin.

Among the State superintendents of public instruction present by invitation

were: J. H. Hope, South Carolina; A. B. Meredith, Connecticut; William C. Cook, West Virginia; John A. H. Keith, Pennsylvania; A. T. Allen, North Carolina; M. L. Duggan, Georgia; Harris Hart, Virginia; and N. D. Showalter, Washington.

The members of the executive committee of the department of adult education of the National Education Association present by invitation were: L. R. Alderman, Office of Education, chairman; A. W. Castle, Pennsylvania; Marguerite Burnett, Delaware; Mrs. Elizabeth C. Morriss, North Carolina; Alonzo Grace, Ohio; James A. Moyer, Massachusetts; and W. C. Smith, New York.

Superintendent M. L. Duggan, of Georgia, announced the presence by his invitation of R. E. Roundtree, of the Education Board of Georgia, and I. S. Smith, State supervisor in Georgia.

Secretary Wilbur States Purpose of Meeting

Doctor Wilbur outlined the matters to be considered under the following 6 heads: "(1) What is illiteracy? (2) What procedure is necessary to find the facts concerning illiteracy? (3) What is being done at the present time to meet the situation? (4) What is the place of the volunteer agency in this field? (5) What techniques should be used to teach adults who wish to learn to read and write? (6) Shall Americanization be combined with the illiteracy movement, or should it remain separate?"

In discussing work with special groups, such as negroes, Indians, and immigrants, Doctor Wilbur described the Indian as essentially "picture-minded," and not "alphabet-minded," and stated that special methods of instruction adapted to his racial characteristics should be considered.

State Efforts for Reduction of Illiteracy

L. R. Alderman, specialist in adult education of the Office of Education, presented an outline of what has been accomplished in adult education in New York, Connecticut, Rhode Island, Pennsylvania, California, Delaware, North Carolina, and South Carolina. He said, in part:

There has been an effort in some States by school officials and outside organizations to reduce the number of illiterates before the 1930 census is taken. This work has been difficult because it was hard to locate those persons who could not read or write. . . . In some places a local census was taken, and it was found that there was considerable variance between these records and those reported by the United States Bureau of the Census. The State Department of Education of Nebraska has undertaken to ascertain, at the time of the

annual school census in June, the names and addresses of all adults in the school districts, together with information as to whether they can read and write. This information will be most valuable in planning elementary instruction needed by those beyond compulsory school age.

Different Aspects of Work Presented

Mrs. Elizabeth C. Morriss, of Buncombe County, N. C., reported the plans successfully operated in that county by which adults were able to cover the first three grades by completing a course embracing 100 lessons, 2 of which are given each week, at a total cost of \$30 per student.

It was stated at the meeting that South Carolina and Alabama exceeded all other States in the matter of the reduction of illiteracy.

Former Gov. R. A. Nestos, of North Dakota, described the campaign in his State by which adult illiteracy was reduced to a minimum.

Dr. C. R. Mann suggested that the results of a study of technique be furnished by the committee.

Mrs. Cora Wilson Stewart, of Kentucky, explained that certain textbooks for illiterates prepared by her had been based on the program of the State in promoting better farming, good roads, health and sanitation, forestry, citizenship, etc.

Dr. John W. Abercrombie, of Alabama, suggested that there should be representation on the committee from the Negro, the Indian, and possibly other groups.

Census May Assist in Reduction of Illiteracy

After an extended discussion on the matter of securing the names and addresses of all illiterates in the United States immediately following the census of 1930, it was agreed that the committee should take steps at once to engage the active cooperation of the Census Bureau in having a complete copy of the illiteracy record of each State given to the department of education of that State.

Dr. William John Cooper, United States Commissioner of Education, presided at the afternoon session of the committee, during which the requirements of teachers in adult education in the several States were discussed.

The committee appointed to make a report upon the six phases of an illiteracy program set up three subcommittees, in addition to the executive committee, as the initial step to carry out the suggestions of the Secretary of the Interior—a subcommittee on technique in teaching illiterates, a subcommittee on publicity, and a subcommittee on finance.

At 12.30 o'clock the members of the committee were received at the White House by the President, who expressed his sympathy with the movement to eradicate illiteracy.

Conference on Home Making Held in the Office of Education

By EMELINE S. WHITCOMB

Specialist in Home Economics, Office of Education

TO CONSIDER the place and function of home economics in American education a small group of well-known educators—representatives in their respective fields of education and also of the different sections of the country—was called into conference on December 6-7 by the Commissioner of Education, William John Cooper, in the auditorium of the Department of the Interior at Washington.

Dr. James E. Russell, dean emeritus of Teachers College, Columbia University, acted as general chairman. He stated that the object of the conference was to bring together administrative men and women in education and specialists in home-making education, for purposes of mutual understanding as to the aims and objectives in this department of education.

Home Making an Essential Part of School Curriculum

Doctor Russell stated that (1) in too many schools of the country home economics is still looked upon as a special subject added to the curriculum, rather than as an essential part of the curriculum; (2) that it has never been given an equal chance among other school subjects; and (3) that little has been done by school administrators to incorporate home economics as an integral part of the school curriculum.

Commissioner Cooper suggested that it would be well for home-making specialists to consider those outside as well as those inside the school; that teachers of home-making subjects might well undertake to devise courses and methods of teaching that would not only interest adults but also awaken a permanent desire to pursue the work.

Such courses should include, among others, information in personal and public health, guidance as to vocational and educational opportunities in the field of home economics, and use of leisure hours. It is not enough for the public to provide education for those in the schools; those outside deserve the school's attention.

In connection with changes in the content of the home-economics curriculum, it would be advantageous if a better understanding existed among school administrators, deans of education, and college and university presidents in regard to the fundamental value of home-making education. It would be well to convince high-school principals and school superintendents as to their larger responsibility to those outside of the high schools who never enter college, yet who should have the

help of the high-school system and of high-school teachers.

The question of college entrance credit for home-economics courses was thoroughly discussed by Presidents George F. Zook, of Akron University, and Walter A. Jessup, of the State University of Iowa; Dean Shelton Phelps, of Peabody College; and principals of high schools, superintendents of schools, and home-making specialists.

To Subserve Interests, Needs, and Activities of Girls

The consensus of opinion was that college entrance credit for home-economics courses is not the most important issue, however desirable. Rather, that courses providing for the interests, needs, and activities of girls are more essential; and that all State colleges and universities, and many privately endowed institutions, recognize home economics for college-entrance credit. The California Home Economics Association has developed three high-school courses, namely: Science of the household, and nutrition, which are interchangeable as to credits with high-school courses in the science department; and the course in citizen home making, dealing specifically with social and economic relationships of the family, and which is acceptable to the State Board of Education of California as one unit of a social-science major. Acceptance of such a course is on the basis of its being an introduction to economics.

Doctor Bonser, of Teachers College, presented a scholarly paper on "The outstanding problems confronting home economics in the schools." A full report of this paper will be ready for distribution in the near future, and a report of the entire conference shortly afterwards. It will be known as Home Economics Letter No. 10.

The conference unanimously voted to request the commissioner to call a series of regional home conferences in other parts of the United States.



National Council of State Superintendents and Commissioners of Education

By Mrs. KATHERINE M. COOK

Chief, Rural Education Division, Office of Education

THE second annual meeting of the Council of State Superintendents and Commissioners of Education with the Office of Education, United States Department, of the Interior, was held in the auditorium of the Interior Department Building, Washington, D. C., on December 9 and 10. Thirty-five States were represented, a marked evidence of the interest aroused in this new departure of the council. The program was prepared jointly by the

Commissioner of Education and President Meredith, of the council.

Large Official State Representation

Dr. William John Cooper, United States Commissioner of Education, presided the first day of the conference, and Dr. A. B. Meredith, Commissioner of Education of Connecticut, the second day.

The Secretary of the Interior, Ray Lyman Wilbur, in addressing the opening meeting, pointed to overorganization as a danger of education, and a further teaching of biology as one of its great needs. He said:

America Must Organize Along Lines of Interest

The genius of the American people lies in its capacity to organize itself along the lines of its own interests. Doctors, lawyers, business men, are doing this—they pool the information in their fields that it may be more widely and effectively used. It is wise that education should do the same thing. In education the danger lies in carrying this idea too far. It is a matter of pride that the peas raised by the farmer can be harvested by machinery and can travel all the way to the sealed can without knowing the touch of the human hand. In education, mechanics should not go too far. What the children receive as individuals is the important thing. It would be a great tragedy if all the peas were turned out just alike.

My feeling is that biology is one of the studies that is receiving altogether too little attention. Education, after all, is not of much use unless its possessor knows of life itself. True education lies in the capacity to see life as it is. The further study of biology would accomplish this end, as well as provide an understanding that would aid in more intelligent living.

The first session of the first day was given over in large part to consideration of matters national in scope, under direction of Federal authorities or national committees. The function and purpose of the Office of Education were set forth by the United States Commissioner of Education. In connection with his presentation, Doctor Cooper explained to the council the recent reorganization of the Office of Education. Dr. Charles R. Mann, director of the American Council on Education and chairman of the Na-

tional Advisory Committee on Education, recently appointed by the Secretary of the Interior, followed with an explanation of the organization and purposes and something of the plan of work of his committee. Dr. J. F. Rogers, of the Office of Education, outlined the organization and explained the objectives and purposes of the White House conference on child welfare and protection. Senator David I. Walsh, of Massachusetts, delivered an address on the proposed tercentenary celebration of the founding of the Massachusetts Bay Colony in 1930, and requested cooperation of the council in promoting a nation-wide recognition of the event. Miss Alice Barrows, of the Office of Education, explained the extensive study being conducted of the school building activities of State departments of education and described the plan for an advisory council on school-building problems.

States Conduct Experiments in Education

Following the discussion of these national projects the council discussed experimental work in State departments of education. A. F. Harman, State superintendent of education in Alabama, spoke on the functions of State departments in general, and particularly outlined the experimental work carried on in that State. Discussion followed by Harris Hart, State superintendent of public instruction of Virginia, and John A. H. Keith, State superintendent of Pennsylvania.

The Monday evening meeting was held in connection with a dinner given at the Cosmos Club. This arrangement combined an opportunity for social intercourse and for carrying on the business of the meeting. The dinner was attended by 72 representatives of State departments of education and of the Office of Education. The program marked a high spot of excellence and interest. Rarely on any program has a more comprehensive and forward-looking presentation of the subject of

teacher training been presented. The three leading speakers were John A. H. Keith, of Pennsylvania; N. D. Showalter, State superintendent of public instruction of Washington; and Alonzo F. Myers, director of teacher preparation in Connecticut. The United States Commissioner of Education, who was the presiding officer, also called upon Doctor Waldo, president of the State Teachers College at Kalamazoo, Mich., and Ned Dearborn, formerly of the staff of the State Department of Education in New York, who discussed the proposed study of teacher training.

States Should Compile Comparable Educational Statistics

A feature of the second day's program was a report of the committee appointed a year ago to study ways and means of securing uniform, comparable educational statistics from all States. The report was given by Alfred D. Simpson, assistant commissioner of finance of New York. It presented the result of a year's work by a representative group of experts in educational statistics from State departments of education, the Office of Education of the Interior Department, and other agencies.

State and Federal Cooperation Recommended

Two plans were set forth in the report—one for immediate action and one as offering a permanent solution for the existing difficulty of complete, comparable educational statistics. Doctor Simpson made the point that only after a complete and comprehensive study had been made of the entire statistical situation, based upon a study of local administrative organizations within each State, and of types of statistics and means of collecting and compiling them as practiced in individual units within States, will the final solution be possible. Doctor Simpson urged that the Congress be petitioned for an appropriation of \$500,000 to enable the Office of Education to make such a study.



In the group of State superintendents, Dr. William John Cooper, Commissioner of Education; and Miss Bess Goodykoontz, Assistant Commissioner of Education; are in the center

Benjamin Franklin and Thrift Education in the United States

At Least Once a Year, in Connection with the Annual Observance of Thrift Week, the Thought of America Turns to Benjamin Franklin, One of the Earliest Exponents in the Rich New World of the Value and Necessity of Thrift

By HENRY RIDGELY EVANS

Acting Editor, Office of Education

BENJAMIN FRANKLIN has been justly called the "many-sided Franklin." Science, statesmanship, diplomacy, philosophy, and education all engaged his earnest attention, and were alike developed by him along new and unique lines. He will ever remain for us the type of the "self-educated" man; the man of profound "common sense," who raised himself from poverty to affluence; the man whom kings delighted to honor. To-day he is regarded as the apostle of thrift, the promoter of frugality, honesty, and plain living. In his Poor Richard's Almanac he exerted a great influence upon the people of his time—an influence that lasted many years after his death and did no little in building up the infant Republic. To-day we see a recrudescence of the Franklin cult in the nation-wide promotion of the thrift movement. In his autobiography Franklin says:

How the Almanac Came into Existence

In 1732 I first published my Almanac, under the name of Richard Saunders; it was continued by me about 25 years, commonly called Poor Richard's Almanac. . . . And observing that it was generally read, scarce any neighborhood in the Province being without it, I considered it as a proper vehicle for conveying instruction among the common people, who bought scarcely any other books; I, therefore, filled all the little spaces that occurred between the remarkable days in the calendar with proverbial sentences, chiefly such as inculcated industry and frugality as the means of procuring wealth, and thereby securing virtue; it being more difficult for a man in want to act always honestly, as, to use here one of those proverbs, *it is hard for an empty sack to stand upright.*

Franklin did not originate all the sayings of Poor Richard, but declared that they were "the wisdom of many ages and nations." He further remarked that "not a tenth part of this wisdom was my own, * * * but rather the gleanings I had made of all ages and nations." But these homely proverbs were all "tinged with that mother wit which strongly and individually marks so much that he said and wrote, and those of which he was himself the originator rank with the best of the world's philosophy." Finally, these maxims were gathered together in one issue of the Almanac, "assembled and formed," as Franklin tells us, "into a connected discourse prefixed to the Almanac of 1757 as the harangue of a wise old man to the people attending an auc-

tion." The pamphlet was copied everywhere. Seventy-five editions were printed in English, 56 in French, 11 in German, and 9 in Italian. It has been translated into Spanish, Danish, Swedish, Welsh, Polish, Gaelic, Russian, Bohemian, Dutch, Chinese, modern Greek, and phonetic writing. It has been printed four hundred times, and is popular at the present day.

Sayings of Poor Richard Had Great Influence

During the early years of the Republic, when tastes were comparatively simple, people set great store by the proverbs of Poor Richard. Thousands were influenced to habits of thrift and attributed their success in life to them.

Here are a few of Poor Richard's sayings:

"Lost time is never found again. . . . Let us then be up and doing, and doing to the purpose."

"What signifies wishing and hoping for better times? We make these times better, if we bestir ourselves."

"Industry need not wish, and he that lives upon hopes will die fasting."

"There are no gains without pains."

"At the workingman's house hunger looks in but dares not enter."

"Plow deep while sluggards sleep,
And you shall have corn to sell and to keep.
He that with the plow would thrive,
Himself must either hold or drive."

"If you would be wealthy think of saving as well as getting."

"If you would know the value of money, go and try to borrow some."

"Pride is as loud a beggar as want, and a great deal more saucy."

"When you have bought one fine thing you must buy 10 more."

"'Tis as truly folly for the poor to ape the rich as for the frog to swell in order to equal the ox; 'tis, however, a folly soon punished, for pride that dines on vanity sups on contempt."

Regarding complaints about taxation, Poor Richard remarks:

Friends and neighbors, the taxes are indeed very heavy, and if those laid on by the Government were the only ones we had to pay, we might the more easily discharge them; but we have many others, and much more grievous to some of us. We are taxed twice as much by our idleness, three times as much by our pride, and four times as much by our folly; and from these taxes the commissioners can not ease or deliver us by allowing an abatement. However, let us hearken to good advice, and something may be done for us. God helps them that help themselves, as poor Richard says.

Franklin's Thrift Influence Invoked by the Government

When our Government started the war-savings-stamps campaign of 1919, it chose Franklin's birthday, January 17, as the day on which to begin the drive. It also put the benign face of the philosopher and printer upon the stamps. Franklin was, indeed, the incarnation of industry and patriotism.

Prior to the World War, we were noted as a nation of spenders. Our natural resources were wasted to an incredible extent. Statesmen and publicists who inveighed against the extravagant habits of the American people were looked upon as prophets of ill omen, incurable pessimists and alarmists, and their warnings were either held in contempt or disregarded entirely. A word was invented for the thrifty man, the rather invidious term "tightwad"; the lavish spender was glorified. Into this atmosphere of "prodigal expenditure and culpable waste," to use the words of Edward Bok, "came of his own volition the immigrant, who was forced to practice thrift, one of the great basic principles of life. He came into an environment bristling with antagonism and hostility to one of his well-grounded and fundamental qualities. Notwith-

Poor Richard, 1733.

A N

Almanack

For the Year of Christ

1 7 3 3,

Being the First after I EAP YEAR:

<i>And makes fine the Creation</i>	Years
By the Account of the E. Arm Goods	7241
By the Latin Church, when O ent Y	6932
By the Computation of W W	5742
By the Roman Chronology	5682
By the Jewish Rabbits	5494

Wherein is contained

The Lunations, Eclipses, Judgment of the Weather, Spring Tides, Planets Motions & mutual Aspects, Sun and Moon's Rising and Setting, Length of Days, Time of High Water, Falst, Courts, and observable Days

Fitted to the Latitude of Forty Degrees, and a Meridian of Five Hours West from London, but may without sensible Error serve all the adjacent Places, even from Newfoundland to South-Carolina.

By **RICHARD SAUNDERS, Philom.**

PHILADELPHIA:
Printed and sold by **B. FRANKLIN**, at the New
Printing Office near the Market

Title Page of Poor Richard's Almanac

standing the demands of American life, he still persisted in his habits of thrift, and, by practicing economy, often rose to affluence and wealth."

The immigrant's lower standard of living is not to be advocated, but one must admire his ingrained thrift. It took, perhaps, the terrible cataclysm of war to bring Americans to the realization that "provision for others is a fundamental responsibility of human life." The Nation at large awoke to its shortcomings. Never before was there such saving and working and giving from the rank and file as the war stimulated. Selfishness gave way to patriotism. To-day, as a result of this conservation movement, the savings banks are filled with money, which goes to show that many people are practicing thrift. But all are not. Many have fallen back into their old habits of extravagance. The effort to "get rich quick" has caused thousands to waste their money in wildcat schemes.

Children Should be Early Taught to Save

The teaching of thrift should begin early in life. The school savings banks in public schools are doing wonders in inculcating habits of economy and saving among pupils. Another great factor is the teaching of home economics to girls—the future mothers and housekeepers of the Nation. In teaching thrift I do not refer only to the saving of money, but to the saving of time, the saving of health, and the saving of our natural resources.

The history of the "thrift movement" in this country can not be written without paying a tribute to Theodore Roosevelt. Says S. W. Straus:

That Theodore Roosevelt well appreciated the direct financial advantages of thrift was shown in the tremendous conservation policies inaugurated by the United States Government during his administration. No President was ever responsible for carrying out such a gigantic thrift program. He put a stop to the annual waste in a vast amount of water power, mines, lumber, and arable soil; he reclaimed millions of acres of arid lands. In constructive statesmanship during his period of office these policies stand out as among the most noteworthy achievements of the Roosevelt administration.

Sentiment Crystallized in Formation of Thrift Society

On January 13, 1914, the American Society for Thrift was organized. It was formed to "promote thrift among the people of the United States: (1) By education in the principles of saving and economy. (2) Inquiry into and inspiration of the examples of other nations among which thrift has a greater development and recognition as a fundamental need for individual and public prosperity, good citizenship, and tranquillity. (3) By uniting for active inquiry into and discussion of thrift and its phases, the organizations and institutions which represent the educational, commercial, industrial, fraternal, civic, municipal, and juvenile forces of the United States." The society publishes information about

thrift and has in no little measure helped the cause in the United States. Its first activities were the encouragement of school gardening, a movement which later became one of the great factors of our war-time thrift. During the two seasons of the war the so-called war gardens added \$850,000,000 worth of food to our supply.

The National Thrift Movement is "an educational endeavor nation-wide, the object of which is to help the individual and the family to think straight and act wisely in the use of money in the realms of earning, spending, saving and investing, and giving.

Organizations Promoting National Thrift Week

For more than a decade (since June, 1917) the national thrift committee of the Y. M. C. A., 347 Madison Avenue, New York City, has fostered this nation-wide movement with the indorsement and cooperation of 47 associations, including the National Education Association, the National Congress of Parents and Teachers, the American Bankers' Association, General Federation of Women's Clubs, and the Kiwanis and other service

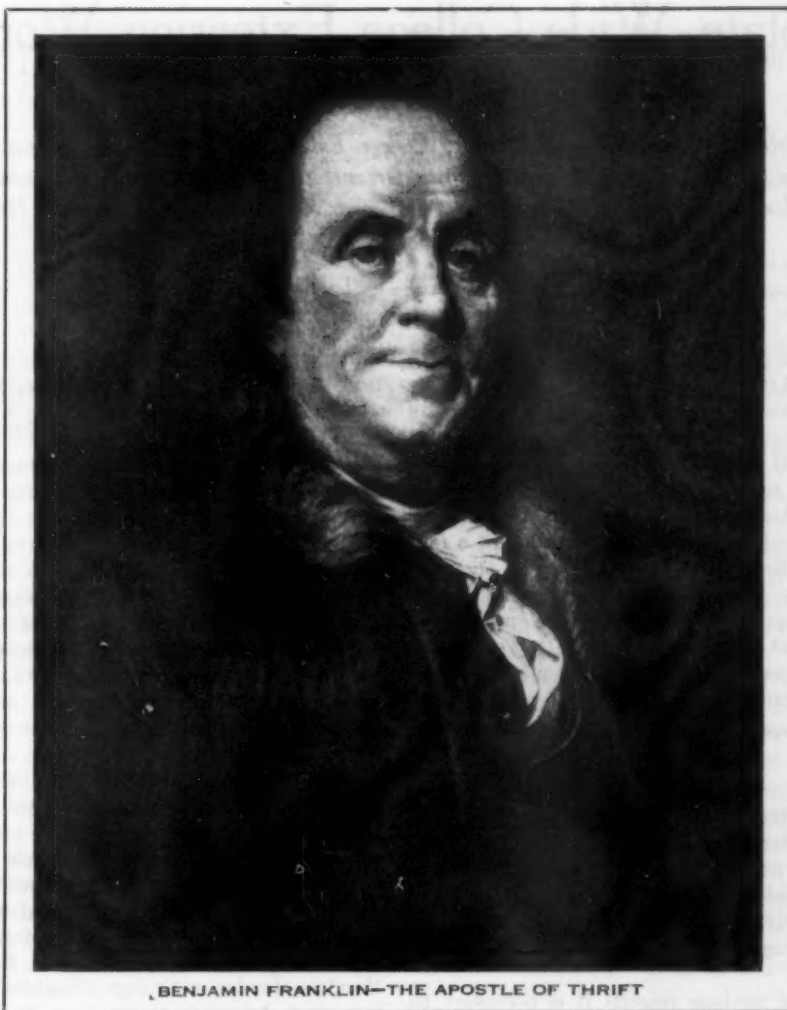
organizations. The National Thrift Committee is composed of prominent citizens drawn from these groups.

National Thrift Week, which begins always on Benjamin Franklin's birthday, January 17, is observed in hundreds of communities. The movement generally is inaugurated by the local Y. M. C. A.

The daily topics for this season are: January 17, Friday—National thrift day; January 18, Saturday—National budget day; January 19, Sunday—National share-with-others day; January 20, Monday—National make-a-will day; January 21, Tuesday—National own-your-own-home day; January 22, Wednesday—National life insurance day; January 23, Thursday—National safe investment day.

The basis of the movement is the "10-point creed," which, it is said, will assure success and happiness to all who follow it: (1) Work and earn; (2) make a budget; (3) record expenditures; (4) have a bank account; (5) own life insurance; (6) own your home; (7) make a will; (8) invest in safe securities; (9) pay bills promptly; (10) share with others.

The official motto is *For success and happiness.*



BENJAMIN FRANKLIN—THE APOSTLE OF THRIFT

State-Wide College Extension Work in Arkansas

A Recent Development in Education, College Extension Service Offers Educational Opportunity to Thousands. In Arkansas, Organization of State-Wide Extension Service has Increased Scope of Work, Reduced Expenses, and Assures Instruction of Highest Character

By A. M. HARDING

Director, State-Wide Extension Service, Arkansas

INSTITUTIONS of higher learning in Arkansas are meeting the demands for resident instruction made upon them by the people of the State, but they realize that it is also their duty to make available their resources and faculties to all citizens of Arkansas. As soon as it became evident that extension work is not a fad, but that it has come to stay, those in charge of the institutions began to study the question as to how they might discharge this obligation to the people of Arkansas in the most economical and efficient manner.

Correspondence Courses Projected by Several Institutions

Several institutions went so far as to appoint directors of extension and to prepare correspondence courses. They soon realized, however, that it is a useless expenditure of the State's money to have several institutions in the same State offering more or less duplicate courses by mail.

For obvious reasons it is necessary to have institutions of higher learning located in different parts of a State. However, these reasons do not apply to correspondence work. So far as this type of work is concerned, the student is just as close to one school as he is to another. If he will drop his lessons into the mail box, the postal service will do the rest.

After some deliberation and correspondence with the State university, which is a member of the National University Extension Association and has been carrying on extension work for many years, a conference was called to discuss ways and means of conducting extension work in Arkansas, without useless duplication of effort, at less expense to the people of the State, and in such a manner that no institution in any other State would question the credit which the student receives.

State-Wide Extension Service Organized

As a result of this conference the State-wide Extension Service was formed by combining the faculties of the following institutions, and placing them at the disposal of the people of Arkansas through one administrative office at the State

university: Arkansas Polytechnic College, Jonesboro A. and M. College, Magnolia A. and M. College, Monticello A. and M. College, Little Rock Junior College, Hendrix-Henderson College, Ouachita College, Henderson State Teachers College, Arkansas College, Fort Smith Junior College, and the University of Arkansas.

Much money has been saved by maintaining only one director of extension at a single executive office, rather than one director with an office force at each of the several institutions. This saving in overhead expenses has been passed on to extension students in the form of a reduction in fees.

The first four colleges on the list are State-supported junior agricultural colleges that are rendering efficient service to the people of the districts which they represent. In addition to their work in agriculture they are also devoting much of their energy to the problem of training teachers for schools of the State. Hendrix-Henderson College, Ouachita College, and Arkansas College are denominational institutions, each of which maintains a 4-year curriculum, and grants the bachelor's degree. Henderson State Teachers College is also a 4-year college which was recently established by the State for the training of teachers. The Little Rock Junior College and the Fort Smith Junior College are standard institutions which are maintained by the boards of education of the cities named.

Meets Need in Nearly Every Field

These colleges, together with the University of Arkansas with its college of liberal arts, college of engineering, college of agriculture, college of education, graduate school, and schools of law, medicine, and business administration, are able to supply the demands of the people of Arkansas for extension work in almost every field. By offering in extension every college course that is adapted to work of that type, these institutions bring the advantages of a college education within the reach of every citizen of the State.

The director of the State-wide Extension Service maintains an office at the

State university. This puts him in close touch with his largest group of instructors, and also makes possible the sending out of books from the large university library. All cooperating colleges agree not to conduct extension class work or correspondence work except through the executive office at the university. In order that high standards may be constantly maintained so that there will be no difficulty about the transfer of credit, all extension work is conducted in such a way as to meet the high standards of the National University Extension Association and of other standardizing agencies.

The executive office furnishes all blank forms for enrollment, both in extension classes and in correspondence courses. All extension instructors use for their extension classes outlines of courses which are furnished by the executive office. In almost all cases these are the outlines which have been used by the university for several years.

Faculty Supplied by Cooperating Colleges

Each of the cooperating colleges has contributed to the State-wide Extension Service some of the best members of its faculty. In every case the extension instructor holds one or more graduate degrees, and has had large teaching experience. All extension instructors are approved by the head of the corresponding department at the university for the particular course they propose to teach, and they are then appointed by the president of the university as university extension instructors. Their names are carried in the regular university bulletin. A complete list of instructors is kept on file in the executive office, and instructors in extension classes and correspondence courses are assigned by the director of the State-wide Extension Service.

Every extension-class instructor makes a weekly report to the administrative office showing, among other things, the names of those who were absent from his classes. The reason for this report is obvious. The teaching load of an instructor, including teaching in residence and in extension, is in no case greater than the maximum set by the North Central Association of Colleges and Secondary Schools.

State-Wide Cooperation Reduces Expense to Students

All financial transactions of the State-wide Extension Service pass through the business office of the university. All fees are payable in advance at the time of enrollment, and all checks must be made payable to the University of Arkansas. The standard fee for a correspondence course is \$4 per semester hour, eight

lessons being equivalent to one semester hour.

In view of the fact that extension instructors are located in several different parts of the State, the director can usually pick an instructor who can meet an extension class without much expense of travel. After only one year of operation the State-wide Extension Service was able to reduce its fees for extension-class work from \$10 per student for a 2-semester-hour course to a flat rate of \$185, plus the traveling expenses of the instructor. In several classes the extension students are receiving this instruction at less than \$5 per student.

After an extension instructor has been assigned to a class by the director, the instructor will make a contract with the university to teach this class and, upon completion of the course, will be paid by the university. Instructors who read reports from correspondence students are paid monthly by the university for reading papers.

When one of the member institutions receives an enrollment for a correspondence course, this enrollment is sent on to the executive office. A uniform enrollment blank is used. Enrollments sent in by the cooperating colleges are easily identified by the color of the enrollment blanks, or by the characteristic marginal markings. In every case the director assigns the correspondence student to a member of the faculty of the school that sends in the enrollment, if he has an extension instructor on that faculty who is teaching that particular subject. Otherwise, the student is assigned to a member of some other faculty.

Executive Office Manages all Details

After a student has been enrolled for a correspondence course he sends all his lessons to the executive office. These lessons are then sent to the proper instructor and, after they come back from the instructor, are then forwarded to the student. This gives the executive office complete control of the situation, and makes it possible to maintain a very efficient "follow-up" system which reduces the number of failures.

Whenever a group of persons desire to form an extension class, some member of the group serves as secretary and collects the necessary amount of money from the members of the group. The secretary then notifies the director of the State-wide Extension Service that his group is organized and would like to study a certain subject. An investigation is made by the director and, if he finds that every member of the group is able to meet university entrance requirements, he

will accept the enrollment fee and assign an instructor to the class. Every extension class must hold 8 meetings of 2 hours each for a credit of 1 semester hour, no two of which meetings may be held on the same day.

When an extension class is organized at any point in the State, the director will generally assign to that class some extension instructor who is a member of the faculty of the college most favorably situated geographically with reference to the class. This cuts down the cost of travel and reduces the enrollment fee.

In All Work High Standards are Maintained

The high standards of the National University Extension Association, of which the University of Arkansas is a member, are constantly maintained. Credit for all the extension class and correspondence work done by the State-wide Extension Service is filed in the registrar's office at the university, where it may be transferred to any other institution upon request. Credit for extension work up to a maximum of 30 semester hours is accepted at full value by the university and all colleges which sponsor the State-wide Extension Service.

Those who have been in charge of the activities of the State-wide Extension Service in Arkansas since its organization several years ago appreciate the fact that extension education is the outstanding development of the past decade in the educational world. They realize, however, that what we have here is a new venture in the field of extension education. They have, therefore, been very careful to make haste slowly and to conduct the work according to the highest standards. This resulted in holding down the total enrollment to a figure which was less than half of what it otherwise might have been. As a natural result, the people of Arkansas have great confidence in the State-wide Extension Service, and have come to realize that here is an opportunity of studying regular college courses under properly qualified extension instructors. Although the director of the State-wide Extension Service is not particularly interested in enrollment figures, it is gratifying to note that extension enrollments have increased every month, and that it will soon be necessary to employ several full-time extension instructors who will devote all of their energies to extension work.



A sand box relief map showing the battles of Caesar, following the study of his campaigns in the Commentaries, was made by pupils in Latin II class of the Jasper (Minn.) High School.

Locating and Minimizing Difficulties of Junior High School Pupils

(Continued from page 89)

1. The junior high school pupil is overworked by some teachers in some grades in all schools; likewise he is underworked by some teachers in some subjects in all schools.

2. The average junior high school pupil carries a load of approximately 30 periods weekly, 25 of which are devoted to major subjects and the remaining 5 to minor subjects of a nonpreparation nature.

3. The study clearly indicates a need for closer articulation between the work above and the work below in all grades and in all subjects. It shows furthermore that subject matter in some grades in certain courses of study should be revised so as to require less work in some half grades and more in other half grades. Likewise the study clearly indicates that the present scheme of credit allowance for the various subjects is not in proportion to the time required. The study also suggests the desirability of homogeneous grouping, and seriously raises a question as to the advisability of continuing Latin and foreign languages as they are now taught in junior high schools.

4. The question concerning the clearness of assignments gives further emphasis to the need of homogeneous grouping. Some pupils seem to have no trouble in understanding the assignment, while others in the same group do have trouble. The difficulty is probably caused by indefinite assignments and to inability of the teacher to arouse on the part of pupils a proper attitude of mind. Much of the fault may be in the nature of classroom procedure.

5. The study suggests that the local administration should keep a careful check on the amount of clerical work teachers request of willing and efficient pupils.

6. The study suggests also the advisability of some means of acquainting pupils with the routine of the local junior high school.

7. Finally, this study suggests another method of attack for supervisory and administrative school officials in locating the school practices—curricular and extra-curricular—which are affecting the efficiency of their schools.



Original historical plays were written and acted last year by senior-class students in American history in the Richland Center (Wis.) High School. Participation was considered a substitute for certain outside reading required. The plan worked well, and aroused much interest especially among the best pupils.

Brief Items of Educational News

By BARBARA E. LAMBDIN

Editorial Division, Office of Education

NO PUBLIC SCHOOL in Denver is without some playground space, and all new buildings with the exception of the smallest elementary schools are provided with gymnasiums. To provide a site and an adequate playground for a school in the old section of the city an expenditure of \$103,586 was recently required. To forestall school needs, the policy has been adopted by the board of education of purchasing a block of land for each school in the new sections of the city. This can usually be acquired at a cost of from \$3,500 to \$10,000.



Approximately \$48,262,000 was earned in one year by 75,000 boys 14 to 16 years of age, attending continuation schools in the State of New York, as shown by a study recently completed by the industrial education bureau of the State department of education. Annual earnings range from \$150 to \$1,300, with an average of \$643.50. About half the boys had completed the eighth grade before leaving full-time school. Most of the boys attending continuation schools are employed; only 1½ per cent reported unemployment.



Medical Aid Widely Distributed

Of 18 medical schools assisted during 1928 by the Rockefeller Foundation, according to figures recently made public, 9 were located in Europe, 2 each were in Canada and China, and 1 each in Haiti, Brazil, Japan, Siam, and Syria. In addition, medical departments of 22 schools in three different countries were assisted, laboratory supplies were given to 18 investigators in 10 countries, and medical literature was supplied 247 institutions in 17 national areas.



Pittsburgh Promotes Love of Art

More than 40 oil paintings, the work of Pittsburgh artists, have been donated from time to time to schools of Pittsburgh by "One hundred friends of Pittsburgh art." Eight paintings were presented recently by this volunteer organization, which has for its purpose improvement of the schools as well as the promotion of art. On the occasion of each presentation, a representative from the art department interprets the picture to the children and tells them about the artist.

Library Lends Oil Paintings

A loan collection of original pictures by Portland artists—oils, water colors, pastels, and etchings—is maintained by the Portland (Oreg.) Library Association. A photographic catalogue of the loan collection has been issued. Application by card is made for the loan, and library rules must be observed. Pictures may be kept for one month. A fine of 10 cents per day is imposed if the picture is not returned in time, and such funds are used to meet certain incidental expenses. The project is sponsored by the Society of Oregon Artists, by whom the pictures are kept insured.



Education Forging Ahead in North Carolina

Public-school enrollment in North Carolina has nearly doubled during the past 25 years. According to a recent report of the State superintendent of public instruction, the number of pupils in public schools of the State increased from 457,659 during the session 1902-3 to 848,778 in 1927-28; and the percentage of enrollment in average daily attendance likewise increased, from 58 to 75.5. During this period the school term was lengthened from an average of 90 days to an average of 148.9 days. Growth in the number of teachers employed has been steady, expanding from 9,062 to 23,932. Value of school property increased during the period from \$2,447,685 in 1902-3 to \$100,929,364 in 1927-28. Total annual expenditures of the State for current expenses for public education during the 25-year period mounted from \$1,577,723 to \$26,580,686.



First Meeting of World Library Congress

The first meeting of the International Federation of Library Associations was held during the past summer in Rome-Venice. Since 1877 library conferences of an international character have been held in London, Brussels, Prague, and Edinburgh, as well as in America, but the formal proposition for the organization of the union was first made at the Prague Library Congress in June, 1926, on behalf of the French Library Association. Action was decided upon at the meeting in Edinburgh in 1927. At the meeting for organization in Rome in 1928, thirteen na-

tions were represented, and the invitation of the Italian Government was accepted to act as host for the first world library congress, to be held the following year. As far as possible, only international questions of a bibliographical and technical character will be considered at subsequent meetings of the international congress.



Young Citizens' League in South Dakota

Boys and girls to the number of 38,472 acted as officers in chapters of the Young Citizens' League in South Dakota last year. Of the total number, 10,062 served as president, 9,844 as vice president, 9,051 as secretary, and 9,065 as treasurer. Total receipts for the year were \$40,572.73. This includes a balance on hand at the beginning of the year of \$4,466.39, and \$36,126.34 earned by 3,055 chapters. During the year \$30,546.16 was expended by the leaguers. Among the expenditures were \$8,182.96 for music and musical instruments, \$1,250.10 for pictures, \$3,662.75 for playground equipment, \$5,934.74 for school equipment, \$530.56 for flags, and \$10,985 for miscellaneous purposes. Reports show that 1,485 leagues carried out the major project of last year—music appreciation—which resulted in the addition of 354 musical instruments to schoolrooms of the State.



Scholarship Competition in Three Michigan Counties

Five college scholarships of \$1,000 each, to writers of the best five essays on a given economic subject, are open each year to competition of senior high-school students in Wayne, Oakland, and Macomb Counties, Mich.

"Aviation as a business" was the subject assigned for the 1929 contest. The scholarships may be used in any accredited college or university chosen by the winner. In order that use may be made of each scholarship, five "first alternates" from among the competitors are selected by the judges to take the place of any winner who may be unable to take advantage of the award. A gift of \$100 in cash is given each of these alternates. High schools of which the five winners are graduates are presented by the donors, a Detroit trust company, with a silk banner bearing the seal of the State of Michigan, the name of the school, the scholarship student's name, and the date. In addition, following the last contest, a copy of "We," by Col. Charles A. Lindbergh, was sent to each senior who submitted an essay in the contest.

Recent Publications of the Office of Education

The following publications have been issued recently by the Office of Education of the Department of the Interior. Orders for them should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., accompanied by the price indicated:

Land-grant colleges and universities, 1928. Walter J. Greenleaf. (Bulletin, 1929, no. 13.) 15 cents.

Significant movements in city school systems. Walter S. Deffenbaugh. (Bulletin, 1929, no. 16.) 5 cents.

Teacher training. Benjamin W. Frazier. (Bulletin, 1929, no. 17.) 10 cents.

Rural education in 1926-1928. Katherine M. Cook. (Bulletin, 1929, No. 18.) 10 cents.

Changing conceptions of the school-building problem. Alice Barrows. (Bulletin, 1929, no. 20.) 5 cents.

Industrial education. Maris M. Proffitt. (Bulletin, 1929, no. 21.) 5 cents.

Trends in home economics education. Emeline S. Whitcomb. (Bulletin, 1929, no. 25.) 5 cents.

Some phases of nursery-kindergarten-primary education. Mary D. Davis. (Bulletin, 1929, no. 29.) 5 cents.

List of references on Vocational guidance. (Library leaflet, no. 36.) 5 cents.

Parent education, 1926-1928. Ellen C. Lombard. (Bulletin, 1929, no. 15.) 5 cents.

Adult education activities during the biennium, 1926-1928. L. R. Alderman. (Bulletin, 1929, no. 23.) 5 cents.

Preparation for teachers of nursery schools, kindergartens, and primary grades. A directory of institutions and description of curricula offered. Mary D. Davis and Roberta Hemingway. (City school leaflet, no. 31.) 5 cents.

Salaries and certain legal provisions relating to the county school superintendency in the United States. Katherine M. Cook. (Rural school leaflet, no. 45.) 5 cents.

Review of educational legislation. W. W. Keesecker. (Bulletin, 1929, no. 27.) 5 cents.

Certain phases of rural school supervision. (Bulletin, 1929, no. 28.) 10 cents.

The general shop. Maris M. Proffitt. (Bulletin, 1929, no. 30.) 5 cents.

Developments in rural school supervision. Annie Reynolds. (Bulletin, 1929, no. 32.) 5 cents.

Physical defects of school children. James F. Rogers. (School health studies, no. 15.) 10 cents.

Foundations of Family Life. (Reading course, no. 33.) Free.

Annual report, Commissioner of Education, 1929. 10 cents.—Mary S. Phillips.

The Presidente Machado Industrial School, Habana

By FRANCES M. FERNALD

Assistant Specialist in Foreign Education, Office of Education

TO aid in developing the industries and resources of the Republic, the present Cuban Government has founded an industrial city at Habana.

In this area, with ample grounds, a handsome technical-industrial school has been erected and equipped with shops, machinery, and other requirements for the training of students. The school will accommodate about 500 students, many of whom will be sponsored by the different municipalities of Cuba. As far as possible they will be provided with the necessary means and an opportunity for earning an income, so that upon graduation from "The Presidente Machado" they will be able to undertake successful careers in their chosen occupations.

The school, which is under the immediate direction of the secretary of public instruction and fine arts, will make a thorough study of the personality of each student, and provide full opportunity for the development of his interests and aptitudes, as well as assist him in a wise choice of a calling.

Teachers will be permanently established in the school, and they will be expected to give themselves to constant study and investigation, and to devote all their energies to their duties. Theory, technique, and practice will go hand in

hand in the school. Elementary and vocational instruction is given by the "Presidente Machado," while research and extension work is reserved to the higher technical school.

An important part of the plan is the construction at the school of all the furnishings and appliances required by primary, secondary, and higher schools of Cuba. A bed has been devised and installed in the school which gives a clear floor space when not in use. Even more valuable is the time saved by students in the mechanically-served dining room. The school itself and all its appurtenances serve as a practical illustration of their object—to develop men with the moral, cultural, and technical training needed to assure Cuba's continued prosperity. Through establishment of the new school, five industries that so far have not been exploited will be developed from native raw materials.

The school is founded on the basic principle voiced by the late rector of the Sorbonne, P. Appel: "Instruction must be given at first hand. The professor may speak of what he himself does, not of what he may have been able to learn by reading books, or looking at patents and projects. It is indispensable that he be the possessor of vocational experience."



Building for theoretical and experimental instruction

New Books in Education

By MARTHA R. McCABE

Acting Librarian, Office of Education

BRAGDON, HELEN D. Counseling the college student. A study with special reference to the liberal-arts college for women. Cambridge, Harvard university press, 1929. xi, 162 p. tables. 8°. (Harvard studies in education. Published under the direction of the Graduate school of education. Vol. 13.)

This study is focused upon problems in counseling—problems that call for individual consultation between some official representative of the institution and the student. Problems may be those concerned with educational and vocational guidance, with mental hygiene, or with personnel work. The act of counseling is defined as "an interchange of opinion, mutual advising, deliberation together, consultation," in which the implication of give-and-take between the two parties is understood. A number of case-studies are taken up and the interview procedure given in detail. In the concluding chapter, 9 proposals, or criteria, are given which progress from consideration of all the personnel activities in college to specific proposals for the place of counseling in the program. The author offers suggestions for building up a sound concept of student needs and adjustments, and of legitimate counseling methods for those needs. The study is furnished with an extensive bibliography.

CUBBERLEY, ELLWOOD P. Public-school administration. A statement of the fundamental principles underlying the organization and administration of public education. Revised and enlarged edition. Boston, New York [etc.] Houghton Mifflin company, 1929. xxii, 710 p. tables, diagrs. 12°. (Riverside textbooks in education, edited by Ellwood P. Cubberley.)

The first edition of this book, published in 1916, was well known, and the succeeding editions have added to its value. The present edition has been almost entirely rewritten, a number of new chapters have been included, and the illustrations have been changed. The teaching material has been expanded, and the bibliographies at the chapter ends have been revised and new material added. Those who have previously used Doctor Cubberley's study in their classes in school administration will welcome this new edition. The entire field of the public-school system, from the administrative side, is presented as it affects the State organization, the city, town, county, and district.

DEWEY, JOHN. The quest for certainty: a study of the relation of knowledge and action. Gifford lectures, 1929. New York, Minton, Balch & company, 1929. 318 p. 8°.

The Gifford lectures for 1929 were delivered by Professor Dewey at the University of Edinburgh in the Spring of 1929, and form the basis of this volume. The author is both a philosopher and an educator and it is as such that his theories prove of value. He presents a philosophy that unites science and human well-being, necessary in the system of education in any country. There

are 11 lectures given, all of them on subjects that have an influence on education although dealing directly with philosophy. Professor Dewey acknowledges the fact of a changing society and contends for a philosophy of education, social and religious, that shall meet the demands of the present-day world.

FOSTER, JOSEPHINE C., and MATTSON, MARION L. Nursery school procedure. New York, London, D. Appleton and company, 1929. xiv, 220 p. illus., diagrs. 12°. (Appleton series in special methods, edited by Paul Klapper.)

While we emphasize pre-school education today as one of the so-called newer things in education, the author calls attention to the School of the Mother's Knee, of Comenius; to Robert Owen's Infant School; and to the "Ludus" or Play Place of the ancient Romans. The idea proves not to be a new one after all, the new thing about it being in reality the amazing interest taken in the subject, and the methods devised for supplementing the work of the mother in home training to-day. The authors present the methods that they have developed based on experience, not theory, for the conduct of the American nursery school, having in mind the needs of students, teachers, and parents.

JOHNSON, MARY HOOKER. The dean of the high school. A record of experience and experiment in secondary schools. New York, Professional and technical press, 1929. viii, 366 p. front., diagrs. 8°.

For some time there has been a dearth of literature on the subject of the work and the training of deans in high schools. The author has presented in a forceful manner the need of deans in secondary schools, thinking that the right conception of a high school makes its mission that of a guide to the youth of the land, preparing them for good citizens, for self-support, and self-realization, in reality fostering democracy in education. Her discussions deal with the types of problems handled by deans, the method of dealing with case-problems, the administrative duties of deans, the vocational counseling involved, connection with extracurricular activities, etc. The appendix furnishes useful material regarding report forms, sample letters to parents, constitutions for student government associations, etc.

MOSSMAN, LOIS COFFEY. Principles of teaching and learning in the elementary school. An interpretation of modern school procedures in the light of our present knowledge of the laws of learning. Boston, New York, Houghton Mifflin company, 1929. xv, 292 p. 12°. (Riverside textbooks in education, edited by Ellwood P. Cubberley.)

Changes are taking place in school practices, in classroom procedure, in the curriculum, and in the teaching process. The author has had a wealth of contacts with the work of superior teachers and with sympathetic and discriminating students of child life and learning, and feels justified in offering

the material of this study for the benefit of those working with children at elementary school level. In general, the nature of learning is studied, organizing class work and the recitation is dealt with, after which special subjects of the curriculum are presented.

SAVAGE, HOWARD J., and others. American college athletics * * * with a preface by Henry S. Pritchett. New York, The Carnegie foundation for the advancement of teaching, 1929. xxii, 383 p. 4°. (Carnegie foundation for the advancement of teaching. Bulletin no. 23.)

This study is the report of an investigation directed by the foundation and made by Howard J. Savage, Harold W. Bentley, John T. McGovern, and Dean F. Smiley. The objective was to discover the condition as to commercialized sports in American and Canadian colleges. The world has come to recognize the fact of the transformation that has taken place in athletics, as well as its condonement, without knowing the reason or the extent of existing conditions. The report has caused comment and consternation as the facts have been divulged. It also makes clear where the responsibility for the conditions lies and suggests what should be done to improve athletics and put sport upon a proper basis.

SMITH, HARRY P. Business administration of public schools * * * Edited by E. E. Lewis. Yonkers-on-Hudson, N. Y., World book company, 1929. xii, 432 p. tables. diagrs. 12°.

While the basis of school administration is educational for the most part, it is now recognized that successful school systems must be administered on sound business principles. School superintendents and principals receive special training for this work, but school boards are often composed of those who are inexperienced and untrained in school administration. This volume offers the financial and business side of school administration, and is intended to be of special value to boards of education in giving information regarding organizing the board, budgetary procedure, school accounting, pay rolls, operating and maintaining the school plant, planning a building program and financing it, etc. These are matters which determine to a large extent the success of a school system, be it large or small.

WHITEHOUSE, J. HOWARD. Creative education at an English school. Cambridge, England, The University press; New York, The Macmillan company, 1928. xi, 167 p. illus. 8°.

The story of the development of creative education at the Bembridge, England, school for boys is related in this book by one of the staff. The creative impulse has been developed and fostered among the students of this secondary school in a number of crafts, printing, school museums, art and drawing, woodwork, gardening, nature-study, pottery, etc. It has also been directed toward literature, script-writing, plays and their production, holiday occupations, and experimental international education. A much-sought definition of creative education is offered as "that form of education which, whether it consists of manual activities or other activities, is attempting to enable a child to develop his own personality, to find out through activities the things he can do, and that interest him and give him a fuller and richer life."

IT IS CHIEFLY TO EDUCATION
THAT WE MUST LOOK ❀ ❀ ❀ ❀



COUNTRY'S GREATEST RESOURCE is the untrained talent of its rising generation. To search this out and give it full opportunity is surely a good philosophy for a democracy. Whether we represent the endowed or the publicly supported institutions, there rests on all alike the imperative obligation to exercise to the uttermost such creative imagination, such wisdom and energy and devotion as we can command, to meet the bewildering educational needs of our time and people. If the greatest experiment in self-government ever undertaken by man is to avoid the pitfalls of pervasive vulgarity and meretricious ignorance, masquerading as sophisticated intelligence; if it is to survive the sinister influences of political corruption and commercial greed; if it is to come into its heritage of great intellectual and spiritual achievement, which shall furnish the indispensable counterpart and complement to its unprecedented material accumulations, it is chiefly to education that we must look. The development of that education will call for all those human qualities of courage and vision and self-sacrifice which we justly esteem most highly. We may well pray that we be not found wanting in this supreme test of our national life.

—JAMES R. ANGELL



GOVERNMENTS RECOGNIZE THE
PARAMOUNT IMPORTANCE OF
EDUCATION



THE GOOD EDUCATION OF YOUTH HAS BEEN ESTEEMED BY WISE MEN IN ALL AGES AS THE SUR-EST FOUNDATION OF THE HAPPINESS BOTH OF PRIVATE FAMILIES AND OF COMMONWEALTHS. ALMOST ALL GOVERNMENTS HAVE THEREFORE MADE IT A PRINCIPAL OBJECT OF THEIR ATTENTION TO ESTABLISH AND ENDOW WITH PROPER REVENUES SUCH SEMINARIES OF LEARNING AS MIGHT SUPPLY THE SUCCEEDING AGE WITH MEN QUALIFIED TO SERVE THE PUBLIC WITH HONOR TO THEMSELVES AND TO THEIR COUNTRY.

BENJAMIN FRANKLIN

